

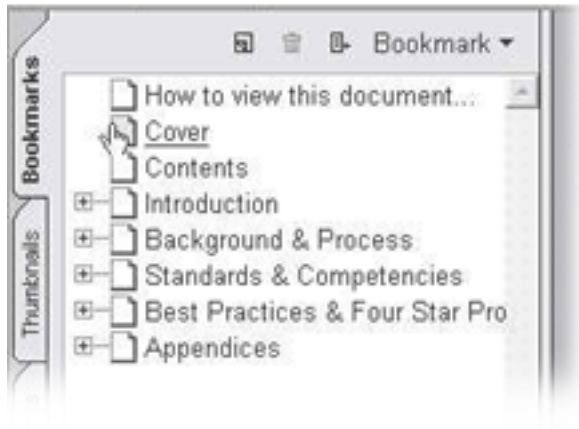


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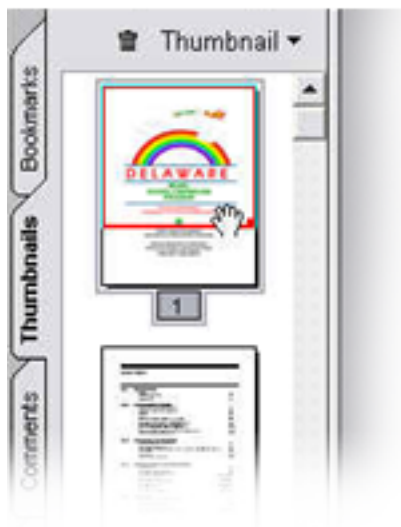
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





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MAY 2002



DELAWARE

MODEL SCHOOL COUNSELING PROGRAM

**A Guide for School Districts
Developing a K-12 School Counseling Program**



**Model Program Development
Sponsored by a School-to-Work Partnership**

**Delaware Department of Education
Delaware Technical & Community College
Indian River School District**

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PREFACE


May 2001

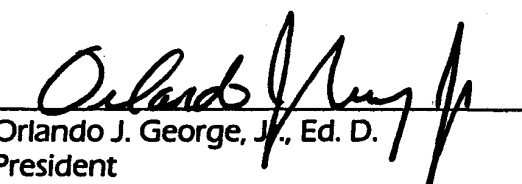
Partnerships are essential in the twenty-first century. Delaware's Model School Counseling Program is an example of collaboration among the Delaware Department of Education, Delaware Technical & Community College, and the Indian River School District. Although the vision, facilitation and funding for the model program came from our organizations, credit for development of the document goes to those closest to students – school counselors throughout Delaware.

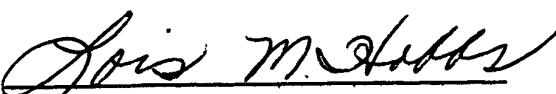
This model provides an important framework for a developmental, sequential program for students based on standards in the three domains: academic, career, and personal/social development. Since standards and competencies for students are the center of this program, the model provides the framework necessary to help prepare Delaware students for success in school, at work and in their communities. It also demonstrates that the school counselor is an essential member of the educational team that supports and enhances student achievement and success.

The purpose of this framework is to provide practical support for the school counselor by its inclusion of best practices and resources. In addition, benchmarks, evaluation and crosswalks with the core academic state standards offer valuable guidance as each school district plans the counseling program that will best meet student needs.

We are pleased that our individual organizations were part of the collaboration that supported this worthwhile effort for the students and counselors of Delaware.


Valerie Woodruff
Secretary of Education
Delaware Department of Education


Orlando J. George, Jr., Ed. D.
President
Delaware Technical & Community College


Lois M. Hobbs
Superintendent
Indian River School District

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The Delaware Model School Counseling Program is based on the National School Counseling Standards of the American School Counselor Association (ASCA). Development was funded by Delaware's School-to-Work Grant.

Delaware Technical & Community College, the Delaware Department of Education and the Indian River School District were the primary agency partners in this project.

The following counselors and educators served on the Development Team that began meeting in December 1999 and developed this document, published a draft in the Spring 2001. The final product was published in the Spring 2002. The Development Team included representatives of elementary through post-secondary levels, public, private and special needs schools, and they represented most of Delaware's school districts.

Carol Abbott

Lake Forest South Elementary School
Lake Forest School District

Myra Bare

Selbyville Middle School
Indian River School District

Brian Belcher

Jack F. Owens Campus
Delaware Technical & Community College

Nancy Campbell

Office of the President
Delaware Technical & Community College

Cheryl Carey

Phillip C. Showell Elementary School
Indian River School District

Bob Collins

Milford High School
Milford School District

Roger Collison

Laurel High School
Laurel School District

Margaret Colvin

Sussex Consortium School
Cape Henlopen School District

Allison DeMuzio

Eisenberg Elementary School
Colonial School District
Previously from Warner Elementary School
Red Clay Consolidated School District

Steve Denver

Cape Henlopen High School
Cape Henlopen School District

Mimi Dupont

Jack F. Owens Campus
Delaware Technical & Community College

Andy Feldmann

Gauger/Cobbs Middle School
Christina School District

Cynthia Hargis

Seaford High School
Seaford School District

Anne Lambert

Concord High School
Brandywine School District
Previously from Middletown Middle School
Appoquinimink School District

Ken Levering

P.S. duPont Elementary School
Brandywine School District

Meg Lewis

St. Thomas More Academy
Roman Catholic Diocese of Wilmington
Previously from Polytech High School
Polytech School District

Mary Maslar

The Charter School of Wilmington
Previously from St. Mark's High School
Roman Catholic Diocese of Wilmington

Lucy McLamb

New Castle Middle School
Colonial School District

Joanne Miro

Education Specialist
Delaware Department of Education

JoAnne Rosenfeld

North Dover Elementary School
Capital School District

Dennis Rozumalski

Silver Lake Elementary
Appoquinimink School District

Denise Speicher

Supervisor of Secondary Education
Indian River School District

John Spera

Woodbridge High School
Woodbridge School District

Babette Sutton

Sussex Central High School
Indian River School District

Miriam Targonski

Sussex Central High School
Indian River School District

Pat VanVeen

Smyrna Elementary School
Smyrna School District

School Counseling Advisory Committee

The following members of the community served as an advisory committee and provided valuable feedback for the final document.

Andrea Brown, Student

Polytech High School, Class of 2001

Dr. Rae Burton

Wilmington College

Dr. Manera Constantine

Delaware Advisory Council on Career
& Vocational Education

Cynthia Markert

Computer Services Corporation

Jan McCullough

Department of Labor

Dr. Kathleen Minke

University of Delaware

Joanne Miro

Delaware Department of Education

Carmen Morris

Delaware Parent Advisory Council

Margaret Mudron

Taylor Bank

Dr. Harleen Vickers

University of Delaware

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Appoquinimink School District

Cathy Besden-Showell

Indian River District

Cheryl Carey

Indian River School District

Robert Collins & Frank Ingram

Milford School District

Margaret Colvin

Cape Henlopen School District

**Delaware Career Compass
Teacher's Guide**

Stephanie DeSanto

Milford School District

Sharon Dolby

Laurel School District

Josie Hunsberger

Woodbridge School District

Anne Lambert

Brandywine School District
Previously from Appoquinimink School District

Ken Levering

Brandywine School District

Jay Lingo

Milford School District

Lucy McLamb & Brenda Burns

Colonial School District

Betty McVey

Colonial School District

Domenic Pedante

New Castle Vo-Tech School District

Teryl Price

Brandywine School District

Hedi Prusinowski

Colonial School District
Previously from Christina School District

Courtney Quillen

Indian River School District

Patricia Riffle

Indian River School District

Claude Robinson

Christina School District

JoAnne Rosenfeld

Capital School District

Dennis Rozumalski

Appoquinimink School District

Smyrna High School

Smyrna School District

Beth Weir

Colonial School District

Jennifer Wheeler

Caesar Rodney School District

Marjorie White

Caesar Rodney School District

CONTRIBUTORS

The Model School Counseling Team owes a great deal of gratitude to many people who made an overwhelming task manageable:

- The American School Counselor Association granted permission to reprint the nine national standards and certain descriptive information.
- Dr. Carol Dahir, co-author of the National Standards for School Counseling Programs, gave guidance, visited our state to work personally with the Development Team and to lead a statewide school counselor in-service, and worked tirelessly as our consultant. Her dedication to the counseling profession is greatly respected and appreciated.
- The Idaho Counseling Association allowed the team to adopt or adapt some of its ideas and language.
- Dr. Norm Gysbers, Professor at the University of Missouri-Columbia, graciously permitted the team to use his chart of “Suggested Distribution of Total Counselor Time Percentage Rate.”
- Nancy Campbell, Collegewide School-to-Work Coordinator for Delaware Technical & Community College and former school counselor, facilitated the Development Team’s work from the beginning providing leadership, coordination and encouragement.
- Joanne Miro, Education Specialist for school counseling at the Delaware Department of Education, joined Nancy Campbell in leading development of the state’s first standards-based model school counseling program. Joanne also convinced the State Board of Education to adopt the ASCA’s National School Counseling Standards as state regulations.
- Crystal Mullen and Rachel Thayer, secretaries at Delaware Technical & Community College, spent an extraordinary amount of time word processing and formatting this document.
- Mimi Dupont, a Campus School-to-Work Coordinator at Delaware Technical & Community College, designed the cover and spine for this document, as well as the layout of the document contents.
- Babette Sutton and her school counselor colleagues in the Indian River School District first conceived of a statewide model school counseling program based on national standards.
- Many counselors, parents, faculty and students from across the state, as well as graduate students in counseling at Wilmington College, played a major role in the development of this document.

The American School Counselor Association grants permission to Delaware Technical & Community College and the Delaware Department of Education to reprint the nine national standards and the descriptive information presented in the “National Standards Executive Summary,” for educational purposes only.

The American School Counselor Association grants permission to Delaware Technical & Community College and the Delaware Department of Education to reprint material from *Vision into Action: Implementing the National Standards for School Counseling Programs* for educational purposes only.

The student competencies in *Vision into Action: The National Standards for School Counseling Programs* have been used by Delaware to adapt and develop locally designed student competencies. School counselors in Delaware engage in an ongoing dialogue to ensure that student competencies reflect state and local educational reform initiatives and the needs of our population.

THE PROCESS – HOW WE GOT HERE...

The Delaware Department of Education, Delaware Technical & Community College and the Indian River School District formed a partnership under a state School-to-Work Grant. The partners sponsored a diverse team of counselors from throughout the state who met regularly to develop Delaware's Model School Counseling Program. The model is based on the American School Counselor Association's national school counseling standards which address student needs in three domains: academic, career and personal/social development.

The following timeline outlines the scope of the process:

- **October 1999** – Statewide In-Service on the National Counseling Standards for all Delaware school counselors was held at Delaware Technical & Community College, Terry Campus. Dr. Pat Schwallie-Giddis was the keynote speaker. Volunteers were recruited to serve on a statewide steering committee.
- **December 1999** – A diverse committee of school district counselors, representatives of Delaware Technical & Community College and the Delaware Department of Education began meeting to develop a model counseling program.
- **January - May 2000** – The development committee wrote a mission, vision and rationale. With training from Dr. Carol Dahir, the committee selected competencies for the National Counseling Standards. Also, during this time period, faculty, students and counselors reviewed the competencies.
- **April 2000** – The Delaware State Board of Education adopted regulations that require all school counseling programs to be based on ASCA's National Standards for School Counseling. These regulations are to be monitored through the Department of Education School District Quality Review Process that occurs every three years.
- **May 2000** – An Advisory Committee representing Business, Higher Education, Parents and Students reviewed the draft document and made suggestions. A counseling newsletter, including articles on the work accomplished thus far, was published by Delaware Tech and sent to all school counselors, principals and superintendents in Delaware.
- **June 2000** – A copy of work done thus far was sent to all Delaware school counselors and principals.

- **July 2000** – A two and a half day training session was held to develop benchmarks, assessments and crosswalk counseling standards with Delaware’s core academic standards. Dr. Carol Dahir led the training.
- **August 2000** – Secretary of Education Valerie Woodruff presented the regulations on school counseling to Delaware’s 19 school districts superintendents.
- **October 2000** – A second statewide In-Service was held for all Delaware school counselors at Central Middle School. Counselors heard Dr. Carol Dahir explain the national trends of the National School Counseling Standards. Then, they were asked to review the work of the committee and give their input.
- **August 2000 - May 2001** – The Model School Counseling Development Committee continued to refine the document. Addition of best practices, resources, components of school counseling program and the role of an advisory council were included.
- **March 2001** – The Advisory Committee met to review the draft document with members of the development team presenting the information about the new developments. A second counseling newsletter was published and distributed.
- **May 2001** – The draft document of the School Counseling Model Program is published and distributed to all school counselors in Delaware.
- **June 2001** – A two-day summer training institute for a team of school counselors from each school district was held. Each team was given an opportunity to develop and share its district’s plan. The plans were based on the School Counseling Model.
- **October 2001** – A third statewide in-service was held for all Delaware school counselors at Delaware Technical & Community College. John Shuford of Conflict Resolution Services was the keynote speaker and he provided training on “Emotional Intelligences”. Time was also provided for input on the Model School Counseling Document. The Careerconnect website was highlighted.
- **September 2001 - May 2002** – The Model School Counseling Development Team continued to revise, refine and rewrite the document. Fair use and copyright training as well as the development of a PR brochure occurred. Plans were made to place the document on a website and on a CD-Rom, the size of a business card.
- **Summer 2002** – Plans are being made for the revised Model School Counseling Document to be distributed at a two-day in-service for all Delaware school counselors.

RATIONALE – WHY HAVE A PROGRAM?

The school counseling program is an essential component of the educational experience of all students. In today's ever-changing and complex society, the school must address the needs of the whole student. A comprehensive school counseling program is developmental and sequential in nature. This comprehensive program addresses students' needs in three domains - academic, career and personal/social - throughout their K-12 schooling. All students have the right to the benefits of a proactive and preventive program designed to maximize success for each person's life skills. While minimizing the frequency and impact of crises, students experience of a well designed school counseling program, will better prepare students to meet the challenges of life and work.

MISSION

Our mission as school counselors in Delaware is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the ASCA national standards for school counseling programs. The program will focus on the needs, interests and issues related to the stages of student growth through academic, career and personal/social development. In partnership with students, staff, family, community and workforce, we will prepare students to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our society.

VISION

The vision of school counselors in Delaware is that our students will have acquired the knowledge, skills and attitudes to reach their fullest potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

BENEFITS OF A SCHOOL COUNSELING PROGRAM

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards and departments of education, school counselors, counselor educators, post-secondary institutions, student services personnel, business and industry, and the community. The benefits to each of these groups include the following:

Benefits for Students

- Prepares students for the challenges of the 21st century through academic, career and personal/social development
- Relates educational program to future success
- Facilitates career exploration and development
- Develops decision-making and problem-solving skills
- Assists in acquiring knowledge of self and others
- Enhances personal development
- Assists in developing effective interpersonal relationship skills
- Broadens knowledge of our changing world
- Provides advocacy for students
- Encourages facilitative, cooperative peer interactions
- Fosters resiliency factors for students
- Assures equitable access to educational opportunities

Benefits for Parents

- Prepares children for the challenges of the 21st century through academic, career and personal/social development
- Provides support for parents in advocating for their child's academic, career and personal/social development
- Develops a system for their child's long-range planning and learning
- Increases opportunities for parent/school interaction
- Enables parents to access school and community resources

Benefits for Teachers

- Provides an interdisciplinary team effort to address students' needs and educational goals
- Provides skill development for teachers in classroom management, teaching effectiveness and affective education
- Provides consultation to assist teachers in their guidance role

Benefits for Administrators

- Integrates school counseling with the academic mission of the school
- Provides a program structure with specific content

- Assists administration to use school counselors effectively to enhance learning and development for all students
- Provides a means of evaluating school counseling programs

Benefits for Boards and State Department of Education

- Provides rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality counseling program is available to all students
- Demonstrates the necessity of appropriate levels of funding for implementation
- Supports appropriate credentialing and staffing
- Provides a basis for determining funding allocations for school counseling programs
- Furnishes program information to the community
- Gives ongoing information about student competencies and Standards for Excellence attained through school counseling program efforts

Benefits for School Counselors

- Provides a clearly defined role and function
- Eliminates non-counseling functions
- Provides direct service to all students
- Provides a tool for program management and accountability
- Enhances the role of the school counselor as a student advocate
- Ensures involvement in the academic mission of the school

Benefits for Counselor Educators

- Enhances collaboration between counselor education programs and public schools
- Provides exemplary supervision sites for school counseling internships
- Increases opportunities for collaborative research on school counseling program effectiveness

Benefits for Post-secondary Institutions

- Enhances articulation and transition of students to post-secondary institutions
- Prepares students for advanced educational opportunities
- Motivates students to seek a wide range of substantial post-secondary options, including college

Benefits for Student Services Personnel

- Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor
- Clarifies areas of overlapping responsibilities
- Fosters a positive team approach, which enhances cooperative working relationships

Reprinted with permission from the American School Counselor Association (ASCA), *Sharing the Vision: The National Standards for School Counseling Programs*. (See Section 1.6)

COMPONENTS OF A SCHOOL COUNSELING PROGRAM

Components of a comprehensive, developmentally age-appropriate and sequential school counseling program include:

- Classroom Guidance Curriculum/Program
- Individual Academic Planning
- Counseling/Responsive Services
- System Support

Classroom Guidance Curriculum/Program

The Guidance Curriculum consists of structured developmental experiences presented systematically through classroom and group activities for all students in grades K-12. The purpose of this curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health and to assist them in acquiring and using academic and life skills. The curriculum is organized to help students acquire, develop and apply competencies within three domains – Academic, Career and Personal/Social.

The counselors' responsibilities include planning, designing, implementing and evaluating the curriculum that may be delivered through such strategies as:

Classroom Activities

Counselors present or assist in presenting activities or units in classrooms. These activities may also be held in the counseling center or other school facilities.



Group Activities

Counselors may conduct groups outside the classroom to respond to school or student interests and needs.

Counselors plan and lead structured activities to increase the skills and knowledge of students.

Interdisciplinary Curriculum Development

Counselors may participate on interdisciplinary teams to develop and refine curriculum across content areas. They may assist teachers in widening the scope and sequence of classroom units to better connect and crosswalk Delaware's standards in multiple subject areas.

Individual Academic Planning

Individual academic planning consists of coordinating activities that help all students develop, monitor and manage their educational plan. Within this component, students evaluate their educational, occupational and personal goals. These activities may be delivered on an individual or group basis. Individual academic planning is implemented through such strategies as:

- **Case Management**

Counselors may monitor individual student progress and plans in the academic, career and personal/social domains.

- **Individual Appraisal**

Counselors may assist students in using self-appraisal information. Together they analyze and evaluate student's abilities, interests, skills and achievements. The utilization of appropriate assessment information becomes a basis for developing immediate and long-range educational plans for students.

- **Individual Advisement**

Involvement of students, parents and the school in planning a program that meets individual needs of students is a critical part of advisement. Counselors work directly with students to enhance personal-social growth and develop skills in setting and achieving career and educational goals. An example would be the development and yearly review of a student's four-year high school plan.



- **Placement**

Counselors may assist students as they progress through the educational setting and into the world of work and/or post-secondary education. The focus is providing information, reviewing options, counseling in the face of personal conflict and referral.

Counseling/Responsive Services

Counseling/Responsive Services consist of coordinating activities to meet needs and concerns of students through counseling, consultation, referral or information. This component may be initiated by students through self-referral, by teachers, parents or others. Counseling/Responsive services are delivered through these strategies:

- **Consultation**

Counselors consult with students, parents, teachers, other educators and community agencies regarding strategies to help students. School counselors serve as student advocates.

- **Personal Counseling**

To assist students with school success, counselors work with students in small groups or on individual basis. Topics may include relationships, personal, educational or career planning, concerns. Personal counseling assists students in identifying problems,

causes, alternatives and possible consequences so students can take appropriate action. Such counseling is normally short-term in nature. When necessary, appropriate referral sources are used.

- **Crisis Counseling**

Crisis counseling provides prevention and intervention. Counseling and support are provided to students and their families facing crisis situations. Such counseling is normally short-term in nature. When necessary, appropriate referral sources are used. School counselors should be involved in the school and district's crisis intervention team process.

- **Referral**

Counselors refer students and their parents to community agencies to deal with long-term situations that may include suicide, violence, emotional, physical and/or sexual abuse, neglect, substance abuse, teen pregnancy and divorce. To assure support, counselors need to maintain ongoing communication with involved agencies and referred students. Referral sources may include mental health agencies, vocational rehabilitation, social services, employment and training programs, and juvenile justice services.



System Support

System support consists of coordinating management activities that establish, maintain and enhance the total educational program. This component is implemented and carried out through:

- **Professional Development**

Counselors must regularly update their professional knowledge and skills. This may involve participating in, or delivering in-service training, attending professional meetings, completing relevant course work and contributing to professional publications.

- **Staff and Community Relations**

Counselors provide orientation and information to staff and community members about the counseling program through the use of newsletters, local media and school and community presentations. Having Counselors serve on community or advisory boards department or grade level curriculum committees may be ways to generate support.



- **Consultation with Teachers and other Staff**

Counselors consult with teachers and other staff members regularly to provide information and support to staff and to receive feedback on emerging needs of students.

- **Parent Outreach**

Counselors are available to provide ongoing support and information to parents regarding their children's personal-social, academic and career development, and to provide another important link between the classroom and the home.

- **Community Outreach**

Activities may be designed to help counselors and teachers become knowledgeable of community resources, local culture, employment opportunities and local labor market information. Counselors network with local businesses, industries and social service agencies on a periodic basis.

- **District Committees and In-Service**

Counselors may serve on departmental curriculum committees and advisory boards to generate school-wide and district support. They may provide in-service instruction in the guidance curriculum and areas of special concern to the school and community.

- **Research and Development**

Counselors need to utilize available research in the development of the school program to recognize student and community assets and needs. Broad-based data may be used to evaluate the effectiveness of the program.

Program Components & Sample Processes

Guidance Curriculum

Structured Groups
Classroom Presentations

Individual Planning

Advisement
Assessment
Placement and Follow-up

Counseling/ Responsive Services

Individual Counseling
Small-group Counseling
Consultation
Referral

System Support

Management Activities
Consultation
Community Outreach
Public Relations

Adapted with permission from Idaho School Counseling Program Model (See Section 1.5)

Suggested Distribution of Total Counselor Time Percentage Rate

	Elementary School	Middle/Jr High School	High School
Classroom Guidance Curriculum	35-45	25-35	15-25
Individual Planning/Counseling	5-10	15-25	25-35
Responsive Services	30-40	30-40	25-35
System Support	10-15	10-15	15-20
	100	100	100

This is based on ASCA's counselor to student ratio 1:300 (max)

Reprinted with permission from Dr. Norm Gysbers, Professor, University of Missouri-Columbia, (See Section 1.5)

SCHOOL COUNSELING ADVISORY COMMITTEE

Membership

Members selected will share an interest and enthusiasm for the School Counseling Program. Membership should include (but not be limited to):

- **Teacher (if possible, one from each level) ***
- **Parent (if possible, one from each level) ***
- **School Counselors (if possible, one from each level) ***
- **Administrator ***
- **Community Member (non parent) ***
- **Business/Industry/Labor ***
- School Board Member
- Student(s)
- Clergy
- Service Club(s) Representative
- Colleges (2 & 4 year) Representative
- Mental Health Professional
- Local Government Representative

* **Bold indicates essential members on the committee**

Role

The role of the advisory committee is to:

- Review and comment on the counseling program
- Provide a forum for open dialogue between schools and community
- Provide information on community and parental expectations for the counseling program
- Act as a resource and support for the school counseling program

Meeting Frequency

The advisory committee should meet at least once a year.

ROLES & RESPONSIBILITIES OF A SCHOOL COUNSELOR

Definition of a School Counselor

The school counselor is a certified professional educator who assists students, teachers, parents and administrators. Three generally recognized helping processes used by the counselor are counseling, consulting and coordination.

- Counseling is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making and discovering personal meaning related to learning and development.
- Consultation is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students.
- Coordination is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.

School counselors are employed in elementary, middle/junior high, senior high and post-secondary schools. Their work is differentiated by attention to age-specific developmental stages of growth and related interests, tasks and challenges. School counselors are human behavior and relationship specialists who organize their work around fundamental interventions.

Counselor interventions have sometimes been referred to as functions, services, approaches, tasks, activities or jobs. They have, at times, been viewed as roles themselves, helping to create the image of the counselor. In a comprehensive developmental counseling program, school counselors organize their work schedules around individual counseling and advisement, small-group counseling, large-group guidance and consultation.

Adopted by: American School Counselors Association Governing Board, December 1998

Counselor's Orientation

Professional school counselors accept responsibility to help all students through a systematically delivered comprehensive counseling program. At the same time, counselors respect each student. They strive to understand each student's background and the factors that are influencing their present circumstances while maintaining optimism about each student's future.

School counselors approach students, parents, teachers and others with warmth and understanding. They have an accepting and optimistic attitude about the potentialities of people and the belief that people can change in positive ways. They are committed

to personal change and growth, not only in others, but also in themselves. They have the ability to relate to and effectively communicate with people of all ages and cultural backgrounds. When counselors who demonstrate these personal characteristics and competencies are selected, the probability for having an effective counseling program is increased.

Counselors' Background and Training

Through course work leading to a school counselor certification, professional educators learn and apply knowledge and skills through practicum and research experiences.

Counselors' Professional Relationships

Counselors are an integral part of the school's instructional team, which includes teachers, administrators and other education specialists.

Counselors help students and their families resolve school-related problems, making them an integral part of the school and district special services team, which includes school psychologists, social workers, nurses and administrators.

School counselors collaborate with representatives from the business community to augment the responsive services program. Counselors also link with representatives from the mental health community.

Delaware School Counselor Requirements

Professional school counselors are committed to continuous professional growth and development; therefore, they develop annual professional growth plans. School districts provide in-service training for school counselors and teachers and support participation in professional development activities.

DELAWARE SCHOOL COUNSELOR CERTIFICATION REQUIREMENTS

Counselor - Career Guidance And Placement

I. Requirements for the Standard License

- A. Master's degree from a regionally accredited college; **and**
- B. Eligibility for a Standard License as a Secondary School Counselor; **and**
- C. One calendar year (twelve months) of full-time (or equivalent permanent part time) occupational experience in a non-educational setting.

II. Requirements for the Limited Standard License

Issued for a period of three years at the request of a Delaware public school district to allow for the completion of the requirements for the Standard

License as described in Section I. above. Minimum requirements for the Limited Standard License are indicated below:

- A. Bachelor's degree from a regionally accredited college; **and**
- B. A minimum of three years of professional experience in a secondary school setting; or three years of appropriate experience as approved by the Delaware State Department of Education; or a supervised school counseling internship of one full year in a secondary school setting which is part of a graduate degree program in secondary school counseling or arranged through the Department of Education. (A full year is 180 school days of at least six hours each day. The internship experience may be completed over a two-year period on a half time basis. See the Internship Agreement Form available at DOE Certification Office); **and**
- C. One calendar year (twelve months) of full-time (or equivalent permanent part-time) occupational experience in a non-educational setting; **and**
- D. Specialized Professional Preparation
 - A minimum of one graduate level course in each of the following areas:
 - Principles and practices of the guidance program
 - Individual counseling skills
 - Group counseling skills
 - Career development
 - Individual and group testing for counselors

Counselor – Elementary School

Required for all counselors in grades 1-6, valid for counselors in a middle level school, grades 5-8.

I. Requirements for the Standard License

- A. Master's degree from a regionally accredited college in an approved program in elementary school counseling; **and**
- B. A minimum of three years' professional experience in an elementary school setting; or three years of appropriate experience as approved by the Delaware State Department of Education; or a supervised school counseling internship of one full year in an elementary school setting which is part of a graduate degree program in elementary school counseling, or arranged by the Department of Education. (A full year is 180 school days of at least six hours each day. The internship may be completed over a two-year period on a half time basis. (See the Internship Agreement Form available at DOE Certification Office);)

OR

- C. A Master's degree from a regionally accredited college in any field; and
- D. A minimum of 27 semester hours of graduate coursework in the areas listed below:
 - Principles and practices of the guidance program
 - Individual counseling skills
 - Group counseling skills
 - Human development
 - Developmental group guidance
 - Individual and group testing for counselors
 - Supervised practicum in elementary school counseling

- Counseling theory
- Consultation

AND

E. Experience as in I. B.

II. Requirements for the Limited Standard License

Issued for a period of three years at the request of a Delaware public school district to allow for the completion of the requirements for the Standard License as described in Section I. above. The Limited Standard is issued only when a person is counseling under the supervision of a fully certified counselor. Minimum requirements for the Limited Standard License are indicated below:

- A. Bachelor's degree from an accredited college; **and**
- B. Minimum of three years successful professional experience at the elementary level; or three years of appropriate experience as approved by the Delaware State Department of Education; or one full year of supervised internship as part of a graduate degree program in counseling; **and**
- C. Specialized Professional Preparation
Minimum of one graduate level course in each of the following areas:
 - Principles and practices of guidance
 - Individual counseling skills
 - Group counseling skills
 - Human development
 - Developmental group guidance

OR

- D. The Limited Standard License may be granted for one year if all required coursework is completed and the applicant is attempting to complete the experience as described in I. B. (See Internship Agreement Form available at DOE Certification Office.)

Counselor - Secondary School

Required for all counselors in grades 9-12, valid for counselors in a middle level school grades 5-8.

I. Requirements for the Standard License

- A. Master's degree from an approved program, at a regionally accredited college, in secondary school counseling; **and**
- B. A minimum of three years professional experience in a secondary school setting; or three years of appropriate experience as approved by the Delaware State Department of Education; or a supervised school counseling internship of one full year in a secondary school setting which is part of a graduate degree program in secondary school counseling, or arranged by the Department of Education. (A full year is 180 school days of at least six hours each day. The internship experience may be completed over a two-year period on a half time basis. Use the Internship Agreement Form available at DOE Certification Office.);

OR

- C. A Master's degree from an accredited college in any field; and

D. A minimum of 27 semester hours of graduate coursework in the areas listed below:

- Principles and practices of the guidance program
- Individual counseling skills
- Group counseling skills
- Career development
- Individual and group testing for counselors
- Human development
- Supervised practicum in secondary school counseling
- Counseling theory
- Consultation

AND

E. Experience as in I. B. above

II. Requirements for the Limited Standard License

Issued for a period of three years at the request of a Delaware public school district to allow for the completion of the requirements for the Standard License as described in Section I. above. The Limited Standard License is issued only when a person is counseling under the supervision of a fully certified counselor. Minimum requirements for the Limited Standard License are indicated below:

A. Bachelors degree from a regionally accredited college; **and**

B. Minimum of three years of successful professional experience at the secondary level; or three years of experience as approved by the Delaware State Department of Education; or one full year of supervised internship which is part of a graduate degree program in counseling; **and**

C. Specialized Professional Preparation

Minimum of one graduate level course in each of the following areas:

- Principles and practices of the guidance program
- Individual counseling skills
- Group counseling skills
- Career development
- Individual and group testing for counselors

OR

D. The Limited Standard License for an Internship may be granted for one year if all required coursework is completed and the applicant is attempting to complete the experience as described in I. B. (Use Internship Agreement Form available at DOE Certification Office.)

SCHOOL COUNSELOR COMPETENCIES

Program Management

- plan, implement and evaluate a comprehensive developmentally age-appropriate and sequential school counseling program
- oversee activities of clerical, paraprofessional and volunteer personnel related to the program

Guidance Curriculum

- coordinate guidance curriculum in the domains of academic, career personal/social development
- collaborate with teachers in the teaching of guidance related curriculum

Counseling

- counsel individual students
- counsel small groups of students
- guide individuals and groups of students in developing academic, career and personal/social plans

Consulting and Student Advocacy

- advocate for students
- consult with staff, family and community resources to assist and support work with students
- consult with staff, family and community resources to gain information to ensure student success
- provide staff development to school community

Coordination

- coordinate with school and community to bring resources to students
- utilize the referral processes to assist students and others to access special programs and services
- provide and exchange information with staff, family and community

Assessment

- interpret assessments, observations and other appraisal results
- utilize other sources of student data for assessment purposes

Professional Development

- pursue continuous professional growth
- collaborates with other counselors and counseling staff
- maintain contact with counseling related professional organizations
- maintain a professional library

STANDARDS/National & Delaware

Academic Development

- | | |
|-------------------|---|
| Standard A | Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. |
| Standard B | Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. |
| Standard C | Students will understand the relationship of academics to the world of work and to life at home and in the community. |

Career Development

- | | |
|-------------------|---|
| Standard A | Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. |
| Standard B | Students will employ strategies to achieve future career success and satisfaction. |
| Standard C | Students will understand the relationship between personal qualities, education and training, and the world of work. |

Personal/Social Development

- | | |
|-------------------|--|
| Standard A | Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. |
| Standard B | Students will make decisions, set goals and take necessary action to achieve goals. |
| Standard C | Students will understand safety and survival skills. |

Reprinted with permission from the American School Counselor Association (ASCA), *Sharing the Vision: The National Standards for School Counseling Programs*.

STANDARD A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Competency Area Improve Academic Self-Concept

COMPETENCY All students will:

- Take pride in work and achievement

Competency Area Acquire Skills for Improving Learning

COMPETENCY All students will:

- Apply time management and task management skills

Competency Area Achieve School Success

COMPETENCY All students will:

- Take responsibility for actions
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

STANDARD B Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Competency Area Improve Learning

COMPETENCY All students will:

- Learn and apply critical thinking skills
- Apply the study skills necessary for academic success at each level
- Become self-directed and independent learners

STANDARD C Students will understand the relationship of academics to the world of work and to life at home and in the community.

Competency Area Relate School To Life Experiences

COMPETENCY All students will:

- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- Understand how school success and academic achievement enhance future career and recreational opportunities

STANDARD A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency Area Develop Career Awareness

COMPETENCY All students will:

- Develop an awareness of personal abilities, skills, interests and motivations
- Learn to make decisions
- Learn how to set goals

Competency Area Develop Employment Readiness

COMPETENCY All students will:

- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

STANDARD B Students will employ strategies to achieve future career success and satisfaction.

Competency Area Acquire Career Information

COMPETENCY All students will:

- Identify personal skills, interests and abilities and relate them to possible career choices
- Use research and information resources to obtain career information (e.g. internet)

Competency Area Identify Career Goals

COMPETENCY All students will:

- Demonstrate awareness of the education and training needed to achieve career goals

STANDARD C Students will understand the relationship between personal qualities, education and training, and the world of work.

Competency Area Acquire Knowledge To Achieve Career Goals

COMPETENCY All students will:

- Understand the relationship between educational achievement and career success
- Understand that the changing workplace requires lifelong learning and acquiring new skills

Competency Area Apply Skills To Achieve Career Goals

COMPETENCY All students will:

- Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals
- Learn to work cooperatively with others as a team member

COMPETENCIES/Personal/Social Standards A/B/C

STANDARD A Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Competency Area Acquire Self Knowledge

COMPETENCY All students will:

- Develop a positive attitude toward self as a unique and worthy person
- Distinguish between appropriate and inappropriate behaviors

Competency Area Acquire Interpersonal Skills

COMPETENCY All students will:

- Respect alternative points of view
- Recognize and respect individual differences, ethnic and cultural diversity, and various family configurations

STANDARD B Students will make decisions, set goals and take necessary action to achieve goals.

Competency Area Self Knowledge Applications

COMPETENCY All students will:

- Use decision making and problem solving strategies
- Understand consequences of decisions and choices
- Develop effective coping skills for dealing with problems
- Know how to apply conflict resolution skills

STANDARD C Students will understand safety and survival skills.

Competency Area Acquire Personal Safety Skills

COMPETENCY All students will:

- Apply effective problem solving and decision making skills to make safe and healthy choices
- Learn coping skills for managing life events

INTRODUCTION TO CROSSWALKS

This section contains cross-referenced information from all disciplines within the school. Preparing students for life is a very complex task requiring input from varied sources. When you first look at the amount of the academic and counseling competencies, it can be staggering. A closer look at the competencies for both areas reveals items that are covered in both disciplines. The task of imparting all that knowledge can be more manageable if we collaborate with teachers. We might act as consultants for guidance activities listed for classroom teachers, or might conduct a classroom activity, which covers one of the competencies in the academic standards. The important thing is that all the competencies, both guidance and academic, are covered in an effective and efficient manner.

The attached crosswalk for the elementary, middle and high schools contain numbers and letters that correspond to the standard books for each level. The following is a key to understanding these codes in English Language Arts, Social Studies Science and Mathematics area:

Letters:

C = Civics

E = Economics

ELA = English Language Arts

G = Geography

H = History

K = Kindergarten

Numbers:

The first number is the grade affected

The second number is the content area

(1=ELA, 2=Math, 3=Science, 4=Social Studies)

The third, fourth and fifth numbers are the item numbers within that content area

Examples:

K.403 = Kindergarten, Social Studies, Competency #03

6.139 = Grade 6, English Language Arts, Competency #39

E.403 = High School Economics, Social Studies, Competency #03

The health standards used a different coding method. The following is a key to understanding these codes:

Letters:

AOD = Alcohol/Other Drug Use Prevention	INJ = Injury Prevention
CEH = Community/Environmental Health	NUT = Nutrition
EH = Emotional Health	PA = Physical Activity
FLS = Family Life and Sexuality	PCH = Personal and Consumer Health
G = Geography	TOB = Tobacco Use Prevention

Numbers:

The numbers represent competencies

Examples:

EH1.4 = Emotional Health, Competency 1.4

INJ2.1 = Injury Prevention, Competency 2.1

ELEMENTARY CROSSWALK/Academic

Standard A

STANDARD A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across their life span.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Improve Academic Self-Concept	▪ Take pride in work and achievement										
Acquire Skills for Improving Learning	▪ Apply time management and task management skills										
Achieve School Success	▪ Take responsibility for their actions	5.164		K.406 2.405 2.406 3.406 4.426						EH 1.4	
	▪ Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	K.115 K.116 1.159 2.163 3.163 4.163	5.164 5.193	K.407 1.406 2.405 2.407 2.426 3.405	5.403 5.404 5.405 5.406						

ELEMENTARY CROSSWALK/Academic

Standard B

STANDARD B

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Improve Learning	<ul style="list-style-type: none">Learn and apply critical thinking skills	K.130 K.152 1.142 1.143 1.144 1.149 1.153 1.154 1.156 1.160 1.165 2.162 2.165 2.166 2.168	3.114 3.168 4.165 4.169 5.166 5.167 5.168 5.169 5.170 5.171	K.408					K.201 2.201 3.201 4.201 5.201		
	<ul style="list-style-type: none">Apply the study skills necessary for academic success at each level	K.133 K.140 K.144 2.163 3.163	4.163 5.164								
	<ul style="list-style-type: none">Become self-directed and independent learners	2.163	4.163								

ELEMENTARY CROSSWALK/Academic

Standard C

STANDARD C Students will understand the relationship of academics to the world of work, life at home and in the community.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Relate School to Life Experiences	▪ Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	4.163		K.403 K.413 1.402							
	▪ Understand how school success and academic achievement enhance future career and recreational opportunities										

ELEMENTARY CROSSWALK/Career

Standard A

STANDARD A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Develop Career Awareness	<ul style="list-style-type: none"> Develop an awareness of personal abilities, skills, interests and motivations 	K.142 1.179 4.163		4.413							
	<ul style="list-style-type: none"> Learn to make decisions 	2.161 2.162 2.165 2.166 2.168 3.161 4.165 4.169	5.161	5.424							
	<ul style="list-style-type: none"> Learn how to set goals 	3.161 5.161		2.407 5.424							
Develop Employment Readiness	<ul style="list-style-type: none"> Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace 			3.406							

ELEMENTARY CROSSWALK/Career

Standard B

STANDARD B Students will employ strategies to achieve future career success and satisfaction.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Career Information	▪ Identify personal skills, interests and abilities and relate them to possible career choices						2.317				
	▪ Use research and information resources to obtain career information (e.g. internet)										
Identify Career Goals	▪ Demonstrate awareness of the education and training needed to achieve career goals										

ELEMENTARY CROSSWALK/Career

Standard C

STANDARD C Students will understand the relationship between personal qualities, education and training, and the world of work.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Knowledge to Achieve Career Goals	<ul style="list-style-type: none"> Understand the relationship between educational achievement and career success 										
	<ul style="list-style-type: none"> Understand that the changing workplace requires lifelong learning and acquiring new skills 										
Apply Skills to Achieve Career Goals	<ul style="list-style-type: none"> Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals 										
	<ul style="list-style-type: none"> Learn to work cooperatively with others as a team member 	K.115 K.116 K.117 K.118 K.142 K.150 1.121 1.122 1.125 1.159 2.127 2.129	2.130 2.135 2.136 3.134 3.138 4.136 4.139 5.137 5.139 5.141 5.143	2.405 2.407 2.426 3.405 3.407 3.424 4.421 5.403 5.404 5.405 5.406	1.406						

ELEMENTARY CROSSWALK/Personal/Social

Standard A

STANDARD A Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Self Knowledge	▪ Develop a positive attitude toward self as a unique and worthy person									EH 1.1 1.2 1.3	
	▪ Distinguish between appropriate and inappropriate behaviors			1.404 2.406 2.404						EH 1.1 2.2	
Acquire Interpersonal Skills	▪ Respect alternative points of view	K.150 K.157 3.170 3.174	5.116 5.193	2.403 4.422							
	▪ Recognize and respect individual differences, ethnic and cultural diversity, and various family configurations	K.151 3.152 3.185 3.189 5.116 5.193		K.403 K.414 3.423 3.425	1.419 1.433 1.434 4.422					FLS 1.1 1.4	

ELEMENTARY CROSSWALK/Personal/Social

Standard B

STANDARD B Students will make decisions, set goals and take necessary action to achieve goals.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Self Knowledge Applications	<ul style="list-style-type: none"> Use decision making and problem solving strategies 	1.165 2.132 2.161 2.162	3.168 3.196 4.121 4.130					1.201 1.203 2.201 3.201	4.201 5.201		
	<ul style="list-style-type: none"> Understand consequences of decisions and choices 	2.162 3.161		1.405 2.406 5.424					5.201		
	<ul style="list-style-type: none"> Develop effective coping skills for dealing with problems 	2.130 2.136 3.129 3.131 3.138								EH 1.1 2.2 2.3 2.4	
	<ul style="list-style-type: none"> Know how to apply conflict resolution skills 	2.113 2.127 2.128 2.129 2.132 3.129 3.132 3.119	4.121 4.134 5.137 5.140 5.141 5.143							EH 2.3	

ELEMENTARY CROSSWALK/Personal/Social

Standard C

STANDARD C Students will understand safety and survival skills.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Personal Safety Skills	<ul style="list-style-type: none"> Apply effective problem solving and decision making skills to make safe and healthy choices 	K.146 K.149 3.197 4.121		K.201 1.407			2.304 2.305 2.306 4.330	5.331 5.332 5.334	1.201 1.203 2.237 2.201	AOD 4.2 TOB 3.1 1.2 NUT 1.4	PA 3.1 3.2 3.3 EH 1.4
	<ul style="list-style-type: none"> Learn coping skills for managing life events 	4.121 4.130 4.136					2.304 2.305 2.306			AOD 5.2 5.4 INJ 1.1 1.2 1.3 1.4 1.5 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 4.1 4.2 4.3 4.4 4.5	5.1 5.2 5.3 5.4 6.1 6.2 6.3 6.4 6.6 EH 1.1 2.2 2.3 2.4 3.4 3.7 4.1

MIDDLE SCHOOL CROSSWALK/Academic

Standard A

STANDARD A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across their life span.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Improve Academic Self-Concept	▪ Take pride in work and achievement										
Acquire Skills for Improving Learning	▪ Apply time management and task management skills							6.230 7.228 8.226			
Achieve School Success	▪ Take responsibility for actions			6.403 7.404 8.408				6.232		EH 1.1	
	▪ Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	6.116 6.176 7.116 7.176 8.116 8.176				6.116 6.176 7.116 7.176 8.116 8.176					

STANDARD B Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Improve Learning	<ul style="list-style-type: none"> Learn and apply critical thinking skills 	6.1106 6.139 6.173 6.174 6.175 6.180 6.181 7.1106 7.139 7.173	7.174 7.175 7.180 7.181 8.1106 8.139 8.173 8.174 8.175 8.180 8.181	6.408 6.410 7.427 8.405 8.428		6.306 6.307 7.319 8.328		6.202 6.204 6.220 6.221 6.232 6.237 7.210 7.229 7.230 7.235 7.237	8.201 8.216 8.226 8.227 8.229 8.235		
	<ul style="list-style-type: none"> Apply the study skills necessary for academic success at each level 										
	<ul style="list-style-type: none"> Become self-directed and independent learners 	6.109 6.1102 7.109 8.109				7.351 8.309					

STANDARD C Students will understand the relationship of academics to the world of work, life at home and in the community.

Competency Area	Competencies – All students will:	ELA	Social Studies	Science	Mathematics	Health
Relate School to Life Experiences	<ul style="list-style-type: none">▪ Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life					
	<ul style="list-style-type: none">▪ Understand how school success and academic achievement enhance future career and recreational opportunities					

MIDDLE SCHOOL CROSSWALK/Career

Standard A

STANDARD A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Develop Career Awareness	<ul style="list-style-type: none"> Develop an awareness of personal abilities, skills, interests and motivations 	6.109 7.109 8.109				6.311					
	<ul style="list-style-type: none"> Learn to make decisions 	6.1106 6.1123 7.1106 8.1106	7.1123 8.1123			7.351		6.204 6.232 7.230 7.237 8.201	8.226 8.229 8.235		
	<ul style="list-style-type: none"> Learn how to set goals 										
Develop Employment Readiness	<ul style="list-style-type: none"> Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace 			8.408							

STANDARD B Students will employ strategies to achieve future career success and satisfaction.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Career Information	<ul style="list-style-type: none"> Identify personal skills, interests and abilities and relate them to possible career choices 										
	<ul style="list-style-type: none"> Use research and information resources to obtain career information (e.g. internet) 	6.1103 6.1104 6.195 7.1103 7.1104	7.195 8.1103 8.1104 8.195								
Identify Career Goals	<ul style="list-style-type: none"> Demonstrate awareness of the education and training needed to achieve career goals 			6.410							

STANDARD C Students will understand the relationship between personal qualities, education and training, and the world of work.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Knowledge to Achieve Career Goals	<ul style="list-style-type: none"> Understand the relationship between educational achievement and career success 							6.220			
	<ul style="list-style-type: none"> Understand that the changing workplace requires lifelong learning and acquiring new skills 			6.410							
Apply Skills to Achieve Career Goals	<ul style="list-style-type: none"> Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals 	6.109 7.109 8.109				6.306					
	<ul style="list-style-type: none"> Learn to work cooperatively with others as a team member 	6.116 6.176 7.116 8.116 8.176		6.403							

MIDDLE SCHOOL CROSSWALK/Personal/Social

Standard A

STANDARD A Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Self Knowledge	<ul style="list-style-type: none"> Develop a positive attitude toward self as a unique and worthy person 	6.109 7.109 8.109		6.403				7.327		INJ 5.1 EH 1.1 1.2 1.3 1.4	
	<ul style="list-style-type: none"> Distinguish between appropriate and inappropriate behaviors 	6.1111 7.1111 8.1111	6.1107 7.1107 8.1107							EH 2.1 2.2 2.3 2.4	
Acquire Interpersonal Skills	<ul style="list-style-type: none"> Respect alternative points of view 	6.1110 6.1119 6.116 6.167 6.190 7.1110 7.1119 7.116	7.167 7.190 8.1110 8.1119 8.167 8.190 8.116	6.403 6.422 6.423 6.421 7.421 7.424 7.425	8.407 8.425 8.426			7.357 8.357			
	<ul style="list-style-type: none"> Recognize and respect individual differences, ethic and cultural diversity, and various family configurations 	6.1109 6.1120 6.1124 7.1109 7.1120	7.1124 8.1109 8.1120 8.1124	6.403 6.421 6.422 6.423 7.421	7.424 7.425 8.407 8.425 8.426			6.403 6.403 7.329 7.331 8.360		FLS 1.1	

MIDDLE SCHOOL CROSSWALK/Personal/Social

Standard B

STANDARD B Students will make decisions, set goals and take necessary action to achieve goals.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Self Knowledge Applications	<ul style="list-style-type: none"> Use decision making and problem solving strategies 	6.1110 6.135 7.1110 7.135 8.1110 8.135				6.306 7.353 7.355 8.309 8.312		6.204 6.221 6.232 7.210 7.230 7.235	8.201 8.229 8.235		
	<ul style="list-style-type: none"> Understand consequences of decisions and choices 	6.1107 6.174 7.1107 7.174 8.1107 8.174	6.1111 7.1111 8.1111	6.425 7.403 7.427 8.408 8.428		6.306 6.307 6.311		7.235		FLS 3.1 3.5	
	<ul style="list-style-type: none"> Develop effective coping skills for dealing with problems 	6.177 7.177 8.177		7.407 8.409		6.311				INJ 5.1 5.4 EH 2.1 2.2 2.3 2.4 3.6	
	<ul style="list-style-type: none"> Know how to apply conflict resolution skills 			6.403 7.407 8.409						INJ 5.1 5.2 5.3	

MIDDLE SCHOOL CROSSWALK/Personal/Social

Standard C

STANDARD C Students will understand safety and survival skills.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Personal Safety Skills	<ul style="list-style-type: none"> Apply effective problem solving and decision making skills to make safe and healthy choices 	6.1106 6.135 6.178 7.1106 7.135 7.178	8.1106 8.135 8.178	6.403		7.333 7.353 8.532 8.533				AOD 4.1 4.2 5.1 TOB 3.2 3.3 INJ 4.4 EH 3.6	
	<ul style="list-style-type: none"> Learn coping skills for managing life events 	6.1111 7.1111 8.1111		7.407		6.311				INJ 1.1 1.2 1.3 1.4 3.1 3.2 3.3 3.4 3.5 5.8 5.9 5.10 5.11 5.12 FLS 2.1 2.2 3.7 NUT 1.4 1.5	

HIGH SCHOOL CROSSWALK/Academic

Standard A

STANDARD A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Improve Academic Self-Concept	<ul style="list-style-type: none"> Take pride in work and achievement 			C.413							
Acquire Skills for Improving Learning	<ul style="list-style-type: none"> Apply time management and task management skills 	9.1110 10.1108									
Achieve School Success	<ul style="list-style-type: none"> Take responsibility for their actions 			C.415						AOD 4.1 EH 1.4	
	<ul style="list-style-type: none"> Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students 			C.418							

STANDARD B Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Improve Learning	<ul style="list-style-type: none">▪ Learn and apply critical thinking skills	9.190 10.189									
	<ul style="list-style-type: none">▪ Apply the study skills necessary for academic success at each level										
	<ul style="list-style-type: none">▪ Become self-directed and independent learners	9.173 10.172									

STANDARD C Students will understand the relationship of academics to the world of work and to life at home and in the community.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Relate School to Life Experiences	<ul style="list-style-type: none"> Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life 										
	<ul style="list-style-type: none"> Understand how school success and academic achievement enhance future career and recreational opportunities 										

STANDARD A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Develop Career Awareness	<ul style="list-style-type: none"> Develop an awareness of personal abilities, skills, interests and motivations 	9.1.12 10.1.12									
	<ul style="list-style-type: none"> Learn to make decisions 			E.403							
	<ul style="list-style-type: none"> Learn how to set goals 										
Develop Employment Readiness	<ul style="list-style-type: none"> Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace 			E.406							

HIGH SCHOOL CROSSWALK/Career

Standard B

STANDARD B Students will employ strategies to achieve future career success and satisfaction.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Career Information	<ul style="list-style-type: none">Identify personal skills, interests and abilities and relate them to possible career choices										
	<ul style="list-style-type: none">Use research and information resources to obtain career information (e.g. internet)	9.1.10.3 9.1.10.7 10.1.10.1 10.1.10.5									
Identify Career Goals	<ul style="list-style-type: none">Demonstrate awareness of the education and training needed to achieve career goals										

STANDARD C Students will understand the relationship between personal qualities, education and training, and the world of work.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Knowledge to Achieve Career Goals	<ul style="list-style-type: none"> Understand the relationship between educational achievement and career success 			E.406							
	<ul style="list-style-type: none"> Understand that the changing workplace requires lifelong learning and acquiring new skills 										
Apply Skills to Achieve Career Goals	<ul style="list-style-type: none"> Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals 										
	<ul style="list-style-type: none"> Learn to work cooperatively with others as a team member 										

HIGH SCHOOL CROSSWALK/Personal/Social

Standard A

STANDARD A Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Competency Area	Competencies – All students will:	ELA	Social Studies		Science		Mathematics		Health	
Acquire Self Knowledge	<ul style="list-style-type: none"> Develop a positive attitude toward self as a unique and worthy person 								FLS 1.1 1.3 EH 1.1 1.2 1.3 1.4	
	<ul style="list-style-type: none"> Distinguish between appropriate and inappropriate behaviors 		C.415						FLS 2.1 2.2 2.3 2.4 EH 2.1 2.2 2.3 2.4 2.5	
Acquire Interpersonal Skills	<ul style="list-style-type: none"> Respect alternative points of view 		C.405 C.416 C.419							
	<ul style="list-style-type: none"> Recognize and respect individual differences, ethnic and cultural diversity, and various family configurations 	9.1121 10.1119	C.403 C.405 C.412 G.412 G.413 G.414	H.409					FLS 1.3	

STANDARD B Students will make decisions, set goals and take necessary action to achieve goals.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Self Knowledge Applications	<ul style="list-style-type: none"> Use decision making and problem solving strategies 	9.143 10.143							9.201 10.201	TOB 3.2 3.4 FLS 2.6 EH 3.4	
	<ul style="list-style-type: none"> Understand consequences of decisions and choices 									AOD 2.3 2.5 FLS 2.2	
	<ul style="list-style-type: none"> Develop effective coping skills for dealing with problems 			C.418						INJ 5.1 5.3 EH 2.1 2.2 2.3 2.4	
	<ul style="list-style-type: none"> Know how to apply conflict resolution skills 			C.418						INJ 4.1 4.2 4.3 4.4 4.5	

STANDARD C Students will understand safety and survival skills.

Competency Area	Competencies – All students will:	ELA		Social Studies		Science		Mathematics		Health	
Acquire Personal Safety Skills	<ul style="list-style-type: none"> Apply effective problem solving and decision making skills to make safe and healthy choices 									FLS 2.3 2.12	
	<ul style="list-style-type: none"> Learn coping skills for managing life events 									INJ 2.1 2.2 2.3 3.5 NUT 1.5 1.6 EH 2.5 4.1 4.2 4.3 5.5	

INTRODUCTION TO BENCHMARKS

This section contains the grade-specific benchmarks of student development corresponding to each standard. These benchmarks serve as snapshots along the continuum of development in each of the three domains. The benchmarks are indicators that practitioners will use to assess how well students are progressing toward the standards. The benchmarks were set at grades 3, 5, and 8 to coincide with the benchmarks in the core academic areas. The school counseling high school benchmarks spans grade 9-12 because development continues throughout high school and beyond. It is intended these benchmarks be viewed as a progression and not an end.

BENCHMARKS/Academic

Standard A

STANDARD A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Competency Area Improve Academic Self-Concept

COMPETENCY All students will:

- Take pride in work and achievement

Grade 3	Grade 5	Grade 8	Grade 9-12
Apply the attitudes that contribute to school success	Apply the attitudes to achieve school success	Develop ownership in the quality of their work	Demonstrate positive correlation between student academic effort and performance

Competency Area Acquire Skills for Improving Learning

COMPETENCY All students will:

- Apply time management and task management skills

Grade 3	Grade 5	Grade 8	Grade 9-12
Apply skills that contribute to school success	Apply skills to achieve school success	Demonstrate the ability to develop and use a system or organization enabling them to complete their work on time	Demonstrate the ability to complete multiple tasks on time

Competency Area Achieve School Success

COMPETENCY All students will:

- Take responsibility for actions
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

Grade 3	Grade 5	Grade 8	Grade 9-12
Recognize that effort contributes to school success	Demonstrate efforts that will achieve school success	Demonstrate the ability to use appropriate and responsible behaviors/skills to achieve success in school	Demonstrate learning habits and skills that can be used in various educational situations

BENCHMARKS/Academic

Standard B

STANDARD B Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Competency Area Improve Learning

COMPETENCY

All students will:

- Learn and apply critical thinking skills
- Apply the study skills necessary for academic success at each level
- Become self-directed and independent learners

Grade 3	Grade 5	Grade 8	Grade 9-12
Begin to apply knowledge and skills to improve learning	Consistently apply knowledge and skills to improve learning	Apply academic skills in the selection of their secondary options	Apply the knowledge and skills acquired in school to plan and achieve goals

STANDARD C Students will understand the relationship of academics to the world of work and to life at home and in the community.

Competency Area Relate School To Life Experiences

COMPETENCY All students will:

- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- Understand how school success and academic achievement enhance future career and recreational opportunities

Grade 3	Grade 5	Grade 8	Grade 9-12
Discuss how home/community activities affect school success	Describe the way school, home and community are interrelated and lead to school success	Demonstrate how to balance school, home and community activities to achieve school success	Demonstrate the importance of incorporating effective life management skills and academics into the family, social and work environment

BENCHMARKS/Career

Standard A

STANDARD A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competency Area Develop Career Awareness

COMPETENCY All students will:

- Develop an awareness of personal abilities, skills, interests and motivations
- Learn to make decisions
- Learn how to set goals

Grade 3	Grade 5	Grade 8	Grade 9-12
Describe themselves in terms of their likes, dislikes, strengths, weaknesses and interests	Use self-knowledge to make decisions and establish goals	Develop an initial career plan with short term and long term goals	Demonstrate the relationship of personal skills, interests and abilities to career plans

Competency Area Develop Employment Readiness

COMPETENCY All students will:

- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

Grade 3	Grade 5	Grade 8	Grade 9-12
Describe responsible and dependable behavior	Describe and understand the outcomes of responsible and dependable behaviors	Describe how personal qualities and self-management skills lead to success in the workplace	Recognize the transition and transfer of skills from school to work

BENCHMARKS/Career

Standard B

STANDARD B Students will employ strategies to achieve future career success and satisfaction.

Competency Area Acquire Career Information

COMPETENCY All students will:

- Identify personal skills, interests and abilities and relate them to possible career choices
- Use research and information resources to obtain career information (e.g. internet)

Grade 3	Grade 5	Grade 8	Grade 9-12
Describe a variety of career choices	Explain that careers require a variety of skills, education and interests	Complete a career self-assessment and apply the results to short and long term career plan	Develop skills to access, evaluate and interpret career information related to personal skills and career choices

Competency Area Identify Career Goals

COMPETENCY All students will:

- Demonstrate awareness of the education and training needed to achieve career goals

Grade 3	Grade 5	Grade 8	Grade 9-12
Show that learning is important for success in school	Relate learning to future career goals	Apply knowledge of the education/ training needed for career choices to career plan	Develop an educational plan to support a career goal

STANDARD C Students will understand the relationship between personal qualities, education and training, and the world of work.

Competency Area Acquire Knowledge to Achieve Career Goals

COMPETENCY All students will:

- Understand the relationship between educational achievement and career success
- Understand that the changing workplace requires lifelong learning and acquiring new skills

Grade 3	Grade 5	Grade 8	Grade 9-12
Demonstrate the understanding that learning is important for school and career success	Relate their personal interests to a variety of career choices	Explain the importance of lifelong learning and its role in determining success in future careers	Demonstrate how educational achievement is linked to career success by continuing lifelong learning to acquire new skills

Competency Area Apply Skills to Achieve Career Goals

COMPETENCY All students will:

- Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- Learn to work cooperatively with others as a team member

Grade 3	Grade 5	Grade 8	Grade 9-12
Work cooperatively with others	Serve as a productive team member	Link a career plan to skills, interests and values	Demonstrate the interpersonal skills required for working with others. Use the education skills and training needed to achieve personal and/or career goals

BENCHMARKS/Personal/Social

Standard A

STANDARD A Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Competency Area Acquire Self Knowledge

COMPETENCY All students will:

- Develop a positive attitude toward self as a unique and worthy person
- Distinguish between appropriate and inappropriate behaviors

Grade 3	Grade 5	Grade 8	Grade 9-12
Display positive attitudes toward self	Demonstrate self-respect through appropriate behaviors	Will choose positive options which reflect an understanding and appreciation of self	Demonstrate self-respect through use of age appropriate behaviors

Competency Area Acquire Interpersonal Skills

COMPETENCY All students will:

- Respect alternative points of view
- Recognize and respect individual differences, ethnic and cultural diversity and various family configurations

Grade 3	Grade 5	Grade 8	Grade 9-12
Display respectful attitudes toward others	Acquire the skills to deal with more complex social relationships in a positive, respectful manner	Apply the skills to deal with more complex social relationships in a positive, respectful manner	Demonstrate knowledge and respect for others with regard to individual differences, ethnic and cultural diversity and various family configurations

BENCHMARKS/Personal/Social

Standard B

STANDARD B Students will make decisions, set goals and take necessary action to achieve goals.

Competency Area Self Knowledge Applications

COMPETENCY All students will:

- Use decision making and problem solving strategies
- Understand consequences of decisions and choices
- Develop effective coping skills for dealing with problems
- Know how to apply conflict resolution skills

Grade 3	Grade 5	Grade 8	Grade 9-12
Develop strategies to solve interpersonal problems	Use strategies to solve interpersonal problems	Use strategies for decision making and goal setting	Develop an initial life plan based on calculated decisions and choices to achieve goals

BENCHMARKS/Personal/Social

Standard C

STANDARD C Students will understand safety and survival skills.

Competency Area Acquire Personal Safety Skills

COMPETENCY All students will:

- Apply effective problem solving and decision making skills to make safe and healthy choices
- Learn coping skills for managing life events

Grade 3	Grade 5	Grade 8	Grade 9-12
Develop initial problem solving strategies and coping skills for daily living and life events	Use initial problem solving strategies and coping skills for daily living and life events	Demonstrate safe behavior for daily living and life events	Demonstrate an awareness of a problem solving model including both coping and conflict resolution skills

INTRODUCTION TO ASSESSMENT

This section contains suggested evaluation methods for each benchmark. This list of suggested evaluation methods is meant to offer options for assessing a school counseling program. Assessment is a crucial component of an effective program because it provides the documentation for program evaluation and improvement.

Academic Development	Competency Area	Benchmark Grade 3	Suggested Evaluation Methods
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<p>Improve Academic Self-Concept</p> <ul style="list-style-type: none"> Take pride in work and achievement <p>Acquire Skills for Improving Learning</p> <ul style="list-style-type: none"> Apply time management and task management skills <p>Achieve School Success</p> <ul style="list-style-type: none"> Take responsibility for actions Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students 	<p>Apply the attitudes and skills that contribute to school success</p>	<ul style="list-style-type: none"> Self monitoring tool Homework completion/chart Classwork Report card/progress report/comment Teacher report Parent observation Counselor observation Standardized test Student behavior Self report IIP IEP Assignment book
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	<p>Improve Learning</p> <ul style="list-style-type: none"> Learn and apply critical thinking skills Apply the study skills necessary for academic success at each level Become self-directed and independent learners 	<p>Begin to apply knowledge & skills to improve learning</p>	<ul style="list-style-type: none"> Teacher report Parent observation Student interview Counselor observation Report card/progress report/comment Classwork Standardized test IIP IEP
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	<p>Relate School to Life Experiences</p> <ul style="list-style-type: none"> Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life Understand how school success and academic achievement enhance future career and recreational opportunities 	<p>Discuss how home/community activities affect school success</p>	<ul style="list-style-type: none"> Teacher report Student preparedness Attendance Report card/progress report/comment Homework chart Nurse visit Student interview IIP IEP Parent conference Counselor home visit Outside agency contact

Academic Development	Competency Area	Benchmark Grade 5	Suggested Evaluation Methods
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<p>Improve Academic Self-Concept</p> <ul style="list-style-type: none">▪ Take pride in work and achievement <p>Acquire Skills for Improving Learning</p> <ul style="list-style-type: none">▪ Apply time management and task management skills <p>Achieve School Success</p> <ul style="list-style-type: none">▪ Take responsibility for actions▪ Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	Apply the attitudes and skills to achieve school success	<ul style="list-style-type: none">▪ Self monitoring tool▪ Assignment book▪ Homework completion/chart▪ Classwork▪ Progress/report card▪ Teacher report▪ Parent observation▪ Counselor observation▪ Standardized test▪ Student behavior▪ Self report▪ IIP▪ IEP
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	<p>Improve Learning</p> <ul style="list-style-type: none">▪ Learn and apply critical thinking skills▪ Apply the study skills necessary for academic success at each level▪ Become self-directed and independent learners	Consistently apply knowledge & skills to improve learning	<ul style="list-style-type: none">▪ Teacher report▪ Parent observation▪ Student interview▪ Counselor observation▪ Report card/progress report/comment▪ Classwork▪ Standardized Test▪ IIP▪ IEP
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	<p>Relate School to Life Experiences</p> <ul style="list-style-type: none">▪ Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life▪ Understand how school success and academic achievement enhance future career and recreational opportunities	Describe the way school, home and community are interrelated and lead to school success	<ul style="list-style-type: none">▪ Teacher report▪ Student preparedness▪ Attendance▪ Report card/progress report/comment▪ Homework chart▪ Nurse visit▪ Student interview▪ IIP▪ IEP

Academic Development	Competency Area	Benchmark Grade 8	Suggested Evaluation Methods
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<p>Improve Academic Self-Concept</p> <ul style="list-style-type: none"> Take pride in work and achievement <p>Acquire Skills for Improving Learning</p> <ul style="list-style-type: none"> Apply time management and task management skills <p>Achieve School Success</p> <ul style="list-style-type: none"> Take responsibility for actions Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students 	<p>Demonstrate the ability to use appropriate behaviors/skills to achieve success in school</p>	<ul style="list-style-type: none"> Report card/progress report/comment Class record Standardized test Recognition/award Extra-curricular activities Discipline report Attendance Retention rate Student planner Parent and teacher conference Observation IIP IEP 504
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	<p>Improve Learning</p> <ul style="list-style-type: none"> Learn and apply critical thinking skills Apply the study skills necessary for academic success at each level Become self-directed and independent learners 	<p>Apply academic skills in their selection of their secondary options</p>	<ul style="list-style-type: none"> Dropout rate Four year school plan Course selection sheet Report card/progress report/comment Standardized test Extra-curricular activities Work experience Volunteer service Retention rate IIP IEP
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	<p>Relate School to Life Experiences</p> <ul style="list-style-type: none"> Demonstrate the ability to balance school, studies, extracurricular activities, leisure time family life Understand how school success and academic achievement enhance future career and recreational opportunities 	<p>Demonstrate how to balance school, home and community activities to achieve school success</p>	<ul style="list-style-type: none"> Extra-curricular activities Report/research written/oral Longitudinal study Report card/progress report/comment Parent and teacher conference Self assessment Work experience Volunteer service Retention rate IIP IEP

Academic Development	Competency Area	Benchmark Grade 9-12	Suggested Evaluation Methods
<p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p>	<p>Improve Academic Self- Concept</p> <ul style="list-style-type: none"> Take pride in work and achievement <p>Acquire Skills for Improving Learning</p> <ul style="list-style-type: none"> Apply time management and task management skills <p>Achieve School Success</p> <ul style="list-style-type: none"> Take responsibility for actions Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students 	<p>Demonstrate learning habits and skills that can be used in various educational situations</p>	<ul style="list-style-type: none"> Report card/progress report/comment Teacher observation Counselor observation Failure/Promotion rate Standardized test Counseling session IEP Parent/teacher conference Summer school enrollment Athletic/driver education eligibility Educational plan Transcript Inventories and surveys (ASVAB, SDS, etc.) Work experience Volunteer service Extra-curricular activities IIP Senior exit survey
<p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p>	<p>Improve Learning</p> <ul style="list-style-type: none"> Learn and apply critical thinking skills Apply the study skills necessary for academic success at each level Become self-directed and independent learners 	<p>Apply the knowledge and skills acquired in school to plan and achieve goals</p>	<ul style="list-style-type: none"> Report card/progress report/comment Teacher observation Counselor observation Failure/Promotion rate Standardized test Counseling session IEP Parent/teacher conference Summer school enrollment Athletic/driver education eligibility Educational plan Transcript Inventories and surveys (ASVAB, SDS, etc.) Work experience Volunteer service Extra-curricular activities IIP Senior exit survey

Academic Development	Competency Area	Benchmark Grade 9-12	Suggested Evaluation Methods
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	Relate School to Life Experiences <ul style="list-style-type: none">▪ Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life▪ Understand how school success and academic achievement enhance future career and recreational opportunities	Demonstrate the importance of incorporating effective life management skills and academics into the family, social and work environments	<ul style="list-style-type: none">▪ Report card/progress report/comment▪ Teacher observation▪ Counselor observation▪ Failure/Promotion rate▪ Standardized test▪ Counseling session▪ IEP▪ Parent/teacher conference▪ Summer school enrollment▪ Athletic/driver education eligibility▪ Educational plan▪ Transcript▪ Inventories and surveys (ASVAB, SDS, etc.)▪ Work experience▪ Volunteer service▪ Extra-curricular activities▪ IIP▪ Senior exit survey

Career Development	Competency Area	Benchmark Grade 3	Suggested Evaluation Methods
Standard A: Students will acquire skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Develop career awareness <ul style="list-style-type: none"> ▪ Develop an awareness of personal abilities, skills, interests and motivations ▪ Learn to make decisions ▪ Learn how to set goals 	Describe themselves in terms of their likes, dislikes, strengths, weaknesses and interests	<ul style="list-style-type: none"> ▪ Report card/progress report ▪ Self report ▪ Teacher report ▪ Counselor observation ▪ Oral presentation ▪ Portfolio ▪ Paper/pencil illustration ▪ Discipline referral ▪ Written presentation ▪ Journal writing
	Develop employment readiness <ul style="list-style-type: none"> ▪ Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace 	Describe responsible and dependable behavior	
Standard B: Students will employ strategies to achieve future career success and satisfaction.	Acquire career information <ul style="list-style-type: none"> ▪ Identify personal skills, interests and abilities and relate them to possible career choices ▪ Use research and information resources to obtain career information (e.g. internet) 	Describe a variety of career choices	<ul style="list-style-type: none"> ▪ Counselor observation ▪ Self report/progress report ▪ Report card/progress report ▪ Teacher report ▪ Self report ▪ Illustration ▪ Oral/written presentation ▪ Journal writing ▪ Oral discussion ▪ Attendance
	Identify career goals <ul style="list-style-type: none"> ▪ Demonstrate awareness of the education and training needed to achieve career goals 	Show that learning is important for success in school	

Career Development	Competency Area	Benchmark Grade 3	Suggested Evaluation Methods
Standard C: Students will understand the relationships between personal qualities, education and training, and the world of work.	Acquire knowledge to achieve career goals <ul style="list-style-type: none">▪ Understand the relationship between educational achievement and career success▪ Understand that the changing workplace requires lifelong learning and acquiring new skills	Demonstrate the understanding that learning is important for school and career success	<ul style="list-style-type: none">▪ Portfolio▪ Illustration▪ Counselor observation▪ Teacher report▪ Parent report▪ Report card/progress report▪ Attendance▪ Oral/written presentation▪ Discipline record▪ Journal writing
	Apply skills to achieve career goals <ul style="list-style-type: none">▪ Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals▪ Learn to work cooperatively with others as a team member	Work cooperatively with others	

Career Development	Competency Area	Benchmark Grade 5	Suggested Evaluation Methods
Standard A: Students will acquire skills to investigate the world of work in relation to knowledge of self and to make informed decisions.	Develop career awareness <ul style="list-style-type: none">▪ Develop an awareness of personal abilities, skills, interests and motivations▪ Learn to make decisions▪ Learn how to set goals	Use self-knowledge to make decisions and establish goals	<ul style="list-style-type: none">▪ Teacher report▪ Counselor observation▪ Illustration▪ Oral presentation▪ Written presentation▪ Portfolio▪ Interview▪ Self report journal▪ Self report▪ Interview journal
	Develop employment readiness <ul style="list-style-type: none">▪ Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	Describe and understand the outcomes of responsible and dependable behaviors	
Standard B: Students will employ strategies to achieve future career success and satisfaction.	Acquire career information <ul style="list-style-type: none">▪ Identify personal skills, interests and abilities, and relate them to possible career choices▪ Use research and information resources to obtain career information (e.g. internet)	Explain that careers require a variety of skills, education and interests	<ul style="list-style-type: none">▪ Teacher report▪ Counselor observation▪ Illustration▪ Oral presentation▪ Written presentation▪ Portfolio▪ Interview▪ Self report journal
	Identify career goals <ul style="list-style-type: none">▪ Demonstrate awareness of the education and training needed to achieve career goals	Relate learning to future career goals	

Career Development	Competency Area	Benchmark Grade 5	Suggested Evaluation Methods
Standard C: Students will understand the relationships among personal qualities, education and training, and the world of work.	Acquire knowledge to achieve career goals <ul style="list-style-type: none">▪ Understand the relationship between educational achievement and career success▪ Understand that the changing workplace requires lifelong learning and acquiring new skills	Relate their personal interests to a variety of career choices	<ul style="list-style-type: none">▪ Teacher report▪ Counselor observation▪ Illustration▪ Oral presentation▪ Written presentation▪ Portfolio▪ Interview▪ Self report journal▪ Report card/progress report▪ Written report
	Apply skills to achieve career goals <ul style="list-style-type: none">▪ Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals▪ Learn to work cooperatively with others as a team member	Serve as a productive team member	

Career Development	Competency Area	Benchmark Grade 8	Suggested Evaluation Methods
Standard A: Students will acquire skills to investigate the world of work in relation to knowledge of self and to make informed decisions.	Develop career awareness <ul style="list-style-type: none"> Develop an awareness of personal abilities, skills, interests and motivations Learn to make decisions Learn how to set goals 	Develop an initial career plan with short term and long term goals	<ul style="list-style-type: none"> Portfolio Feedback worksheet Timeline career plan High School schedule form Career booklet Poster/collage Inventories Extra curricular clubs Report written/oral Dramatic presentation Simulation Attendance Self assessment Class record Job shadow evaluation Career pathway selection
	Develop employment readiness <ul style="list-style-type: none"> Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace 	Describe how personal qualities and self-management skills lead to success in the workplace	
Standard B: Students will employ strategies to achieve future career success and satisfaction.	Acquire career information <ul style="list-style-type: none"> Identify personal skills, interests and abilities and relate them to possible career choices Use research and information resources to obtain career information (e.g. internet) 	Complete a career self-assessment and apply their results to short and long term career plan	<ul style="list-style-type: none"> Inventories/surveys Interviews Achievement test/aptitude test Report card Written/oral research report Portfolio Job opportunities-summer/school Graph/pie chart Course selection worksheet 4-year plan Career pathway selection
	Identify career goals <ul style="list-style-type: none"> Demonstrate awareness of the education and training needed to achieve career goals 	Apply knowledge of the education/training needed for career choices to career plan	

Career Development	Competency Area	Benchmark Grade 8	Suggested Evaluation Methods
Standard C: Students will understand the relationships between personal qualities, education and training and the world of work.	Acquire knowledge to achieve career goals <ul style="list-style-type: none">▪ Understand the relationship between educational achievement and career success▪ Understand that the changing workplace requires lifelong learning and acquiring new skills	Explain the importance of life long learning and its role in determining success in future careers	<ul style="list-style-type: none">▪ Written/oral research report▪ Four year course plan▪ Community service▪ Interview▪ Job shadow evaluation▪ Portfolio▪ Job opportunities-summer/school▪ Report card/comments▪ Poster▪ Profile▪ Pie chart/budget▪ Simulation
	Apply skills to achieve career goals <ul style="list-style-type: none">▪ Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals▪ Learn to work cooperatively with others as a team member	Link a career plan to skills, interests and values	

Career Development	Competency Area	Benchmark Grade 9-12	Suggested Evaluation Methods
Standard A: Students will acquire skills to investigate the world of work in relation to knowledge of self and to make informed decisions.	Develop career awareness <ul style="list-style-type: none"> ▪ Develop an awareness of personal abilities, skills, interests and motivations ▪ Learn to make decisions ▪ Learn how to set goals 	Demonstrate the relationship of personal skills, interest and abilities to career plans	<ul style="list-style-type: none"> ▪ Self assessment ▪ Inventories ▪ Personal interview ▪ Journal ▪ Portfolio ▪ Survey ▪ ASVAB, SDS ▪ Attendance record ▪ Report card ▪ Discipline referral ▪ Employer/business ▪ Community survey ▪ Career pathway selection
	Develop employment readiness <ul style="list-style-type: none"> ▪ Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace 	Recognize the transition and transfer of skills from school to work	
Standard B: Students will employ strategies to achieve future career success and satisfaction.	Acquire career information <ul style="list-style-type: none"> ▪ Identify personal skills, interests and abilities, and relate them to possible career choices ▪ Use research and information resources to obtain career information (e.g. internet) 	Develop skills to access, evaluate and interpret career information related to personal skills and career choices	<ul style="list-style-type: none"> ▪ Computer/internet logs in class, library and guidance center ▪ Portfolio ▪ Written career summary ▪ Schedule ▪ Transcript ▪ Personal interview ▪ Teacher recommendation ▪ Career pathway selection
	Identify career goals <ul style="list-style-type: none"> ▪ Demonstrate awareness of the education and training needed to achieve career goals 	Develop an educational plan to support a career goal	

Career Development	Competency Area	Benchmark Grade 9-12	Suggested Evaluation Methods
Standard C: Students will understand the relationships between personal qualities, education and training, and the world of work.	Acquire knowledge to achieve career goals <ul style="list-style-type: none"> Understand the relationship between educational achievement and career success Understand that the changing workplace requires lifelong learning and acquiring new skills 	Demonstrate how educational achievement is linked to career success by continuing lifelong learning to acquire new skills	<ul style="list-style-type: none"> Grades Course selection Drop-out rate Discipline referral Teacher observation Counselor observation (informal) State testing PSAT results Career survey results
	Apply skills to achieve career goals <ul style="list-style-type: none"> Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals Learn to work cooperatively with others as a team member 	Demonstrate the interpersonal skills required for working with others Use the education skills and training needed to achieve personal and/or career goals	

Personal/Social Development	Competency Area	Benchmark Grade 3	Suggested Evaluation Methods
Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	Acquire Self Knowledge <ul style="list-style-type: none">▪ Develop a positive attitude toward self as a unique and worthy person▪ Distinguish between appropriate and inappropriate behaviors Acquire Interpersonal Skills <ul style="list-style-type: none">▪ Respect alternative points of view▪ Recognize and respect individual differences, ethnic and cultural diversity, and various family configurations	Display positive, respectful attitudes towards self and others	<ul style="list-style-type: none">▪ Self report▪ Teacher observation▪ Counselor observation▪ Parent observation▪ Student interview▪ Teacher comment▪ Discipline referral▪ Report card/progress report/comments▪ Nurse referral▪ Counselor referral▪ Outside agency referral▪ Child study team report▪ IEP▪ Functional behavior assessment
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	Self Knowledge Applications <ul style="list-style-type: none">▪ Use decision making and problem solving strategies▪ Understand consequences of decisions and choices▪ Develop effective coping skills for dealing with problems▪ Know how to apply conflict resolution skills	Develop strategies to solve interpersonal problems	<ul style="list-style-type: none">▪ Self report▪ Teacher observation▪ Counselor observation▪ Parent observation▪ Student interview▪ Teacher comment▪ Discipline referral▪ Report card/progress report/comments▪ Nurse referral▪ Counselor referral▪ Outside agency referral▪ Child study team report▪ IEP

Personal/Social Development	Competency Area	Benchmark Grade 3	Suggested Evaluation Methods
Standard C: Students will understand safety and survival skills.	Acquire Personal Safety Skills <ul style="list-style-type: none">▪ Apply effective problem solving and decision making skills to make safe and healthy choices▪ Learn coping skills for managing life events	Develop initial problem solving strategies and coping skills for daily living and life events	<ul style="list-style-type: none">▪ Self report▪ Teacher observation▪ Counselor observation▪ Parent observation▪ Student interview▪ Teacher comment▪ Discipline referral▪ Nurse referral▪ Counselor referral▪ Outside agency reports (e.g. DFS, Family Court, Police, Child Mental Health)▪ Child study team report

Personal/Social Development	Competency Area	Benchmark Grade 5	Suggested Evaluation Methods
Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	<p>Acquire Self Knowledge</p> <ul style="list-style-type: none">▪ Develop a positive attitude toward self as a unique and worthy person▪ Distinguish between appropriate and inappropriate behaviors <p>Acquire Interpersonal Skills</p> <ul style="list-style-type: none">▪ Respect alternative points of view▪ Recognize and respect individual differences, ethnic and cultural diversity, and various family configurations	Acquire the skills to deal with more complex social relationships in a positive, respectful manner	<ul style="list-style-type: none">▪ Self report▪ Teacher observation▪ Parent observation▪ Student interview▪ Teacher comment▪ Discipline referral▪ Report Card/progress report/ comment▪ Counselor observation▪ Nurse referral▪ Counselor referral▪ Outside agency referral▪ Child study team report▪ House Bill 85/322▪ IEP▪ Functional behavior assessment
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	<p>Self Knowledge Applications</p> <ul style="list-style-type: none">▪ Use decision making and problem solving strategies▪ Understand consequences of decisions and choices▪ Develop effective coping skills for dealing with problems▪ Know how to apply conflict resolution skills	Use strategies to solve interpersonal problems	<ul style="list-style-type: none">▪ Self report▪ Teacher observation▪ Parent observation▪ Student interview▪ Teacher comment▪ Discipline referral▪ Report card/progress report/ comments▪ Counselor observation▪ Nurse referral▪ Counselor referral▪ Outside agency referral▪ Child study team report▪ IEP

Personal/Social Development	Competency Area	Benchmark Grade 5	Suggested Evaluation Methods
Standard C: Students will understand safety and survival skills.	Acquire Personal Safety Skills <ul style="list-style-type: none">▪ Apply effective problem solving and decision making skills to make safe and healthy choices▪ Learn coping skills for managing life events	Use initial problem solving strategies and coping skills for daily living and life events	<ul style="list-style-type: none">▪ Self report▪ Teacher observation▪ Parent observation▪ Student interview▪ Teacher comment▪ Discipline referral▪ Counselor observation▪ Nurse referral▪ Counselor referral▪ Outside agency reports (e.g. DFS, Family Court, Police, Child Mental Health)▪ Child study team report▪ House Bill 85/322

Personal/Social Development	Competency Area	Benchmark Grade 8	Suggested Evaluation Methods
Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	<p>Acquire Self Knowledge</p> <ul style="list-style-type: none">▪ Develop a positive attitude toward self as a unique and worthy person▪ Distinguish between appropriate and inappropriate behaviors <p>Acquire Interpersonal Skills</p> <ul style="list-style-type: none">▪ Respect alternative points of view▪ Recognize and respect individual differences, ethnic and cultural diversity, and various family configurations	Apply the skills to deal with more complex social relationships in a positive, respectful manner	<ul style="list-style-type: none">▪ Self assessment▪ Discipline record▪ Formal assessment▪ Peer mediation/conflict resolution▪ Recognition▪ House Bill 85/322▪ Behavior intervention plan▪ Functional behavior assessment▪ Physical crisis intervention▪ Report card/progress report/comments▪ IEP
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	<p>Self Knowledge Applications</p> <ul style="list-style-type: none">▪ Use decision making and problem solving strategies▪ Understand consequences of decisions and choices▪ Develop effective coping skills for dealing with problems▪ Know how to apply conflict resolution skills	Use strategies for decision making and goal setting	<ul style="list-style-type: none">▪ Peer mediation/conflict resolution▪ Discipline record▪ Feedback worksheet▪ Dramatic presentation▪ Report card/progress report/comments▪ Recognition▪ Attendance▪ IEP

Personal/Social Development	Competency Area	Benchmark Grade 8	Suggested Evaluation Methods
Standard C: Students will understand safety and survival skills.	Acquire Personal Safety Skills <ul style="list-style-type: none">▪ Apply effective problem solving and decision making skills to make safe and healthy choices▪ Learn coping skills for managing life events	Demonstrate safe behavior for daily living and life events	<ul style="list-style-type: none">▪ Fire & evacuation drills▪ Self-referral▪ Emergency card▪ Discipline record▪ Dramatic presentation▪ Nurse record▪ Peer mediation/ conflict resolution▪ House Bill 85/322

Personal/Social Development	Competency Area	Benchmark Grade 9-12	Suggested Evaluation Methods
Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	Acquire Self Knowledge <ul style="list-style-type: none">▪ Develop a positive attitude toward self as a unique and worthy person▪ Distinguish between appropriate and inappropriate behaviors Acquire Interpersonal Skills <ul style="list-style-type: none">▪ Respect alternative points of view▪ Recognize and respect individual differences, ethnic and cultural diversity, and various family configurations	Develop knowledge and respect for self and others with regard to individual differences, ethnic and cultural diversity and various family configurations	<ul style="list-style-type: none">▪ Inventories and surveys▪ Teacher observation▪ Counselor observation▪ Counseling session▪ Discipline report▪ Wellness Center/nurse visit▪ Peer counseling▪ Coursework▪ Programmed events▪ Portfolio▪ Journal▪ Report card/progress report/comments▪ IEP▪ Functional behavior assessment▪ House Bill 85/322
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	Self Knowledge Application <ul style="list-style-type: none">▪ Use decision making and problem solving strategies▪ Understand consequences of decisions and choices▪ Develop effective coping skills for dealing with problems▪ Know how to apply conflict resolution skills	Develop an initial life plan based on calculated decisions and choices to achieve goals	<ul style="list-style-type: none">▪ Inventories and surveys▪ Teacher observation▪ Counselor observation▪ Counseling session▪ Discipline report▪ Wellness Center/nurse visit▪ Peer counseling▪ Coursework▪ Programmed events▪ Portfolio▪ Journal

Personal/Social Development	Competency Area	Benchmark Grade 9-12	Suggested Evaluation Methods
Standard C: Students will understand safety and survival skills.	Acquire Personal Safety Skills <ul style="list-style-type: none">▪ Apply effective problem solving and decision making skills to make safe and healthy choices▪ Learn coping skills for managing life events	Demonstrate an awareness of a problem solving model including both coping & conflict resolution skills	<ul style="list-style-type: none">▪ Inventories and surveys▪ Teacher observation▪ Counselor observation▪ Counseling session▪ Discipline report▪ Wellness center/nurse visit▪ Peer counseling▪ Coursework▪ Programmed events▪ Portfolio▪ Journal▪ House Bill 85/322

Post-secondary Standards

Philosophy

In higher education, a variety of standards exist to guide post-secondary programs of all kinds. Such standards exist in academics and in other areas involving student needs.

Quality programs should meet a set of criteria to show that the institution provides an effective level of student support in that area. Standards developed and agreed upon at the national level offer all institutions providing such programs and services the criterion measures for self-regulation and self-assessment. The standards referred to here are for assessing programs, not students. These standards are offered as an EXAMPLE of how post-secondary institutions may develop a standards-based program.

Standards

The Council for the Advancement of Standards in Higher Education (CAS) is a consortium of 29 professional associations whose members are represented on the Council's board of directors. Among these are the American Counseling Association and the American College Counseling Association.

CAS issues *The Book of Professional Standards for Higher Education* containing the CAS standards and guidelines for 23 functional areas, including academic advising, career planning and placement, and counseling services. Each of the 23 functional areas is evaluated by 13 standards with accompanying guidelines:

1. Mission
2. Program
3. Leadership
4. Organization and Management
5. Human Resources
6. Financial Resources
7. Facilities, Technology and Equipment
8. Legal Responsibilities
9. Equal Opportunity, Access and Affirmative Action
10. Campus and Community Relations
11. Diversity
12. Ethics
13. Assessment and Evaluation

Self-Regulation

The CAS handbook notes that "self-regulation relies on the willingness and capacity of the organization to examine itself meticulously, faithfully and reliably, and then to assemble the pertinent results of that examination into coherent reports" that can be used to continuously improve practices. Successful performance in this process is one of the factors that give organizations credibility. Essential elements of the self-regulation process include:

- Institutional culture that values involvement of all its members in decision-making
- Quality indicators that are determined by the institution
- Use of standards and guidelines in quality assurance
- Collection and analysis of data on institutional performance
- Commitment to continuing improvement that presupposes freedom to explore and develop alternative directions for the future

Self-Assessment

The process for self-study involves the following steps for staff members:

1. Staff members must determine the type of self-study and who will be involved
2. Staff members need to determine if any of the guidelines will be used to function as standards for the self-study
3. Carefully examine the standards collectively before making individual or group judgments
4. Identify and summarize evaluative evidence
5. Describe discrepancies between assessment criteria and program practice
6. Delineate required corrective action
7. Recommend special actions for program enhancement
8. Prepare a statement of overall action

Services

The Council provides standards and guidelines in these 23 functional areas:

1. Academic Advising
2. Admission Programs
3. Alcohol and Other Drug Programs
4. Campus Activities
5. Career Planning and Placement
6. College Union
7. Commuter Programs
8. Counseling Programs
9. Disability Services
10. Financial Aid Programs
11. Fraternity and Sorority Programs
12. Housing Programs
13. International Student Programs
14. Judicial Programs
15. Leadership Programs
16. Learning Assistance Programs
17. Minority Programs
18. Outcomes Assessment and Program Evaluation
19. Recreational Sports
20. Registrar Programs
21. Religious Programs
22. Student Orientation
23. Women Student Programs

Contacts at Delaware Institutions

Delaware Technical & Community College – Owens Campus

Route 18, P.O. Box 610
Georgetown, DE 19947

Dean of Student Services: Paul Selby
Phone Number: (302) 856-5400, Ext. 6010
Fax Number: (302) 858-5454
E-Mail Address: pselby@college.dtcc.edu

List of Services: Academic Support, Counseling, Information/Referral,
Career Counseling, Group Activities and Job
Placement

Delaware Technical & Community College – Stanton Campus

400 Stanton-Christiana Road
Newark, DE 19713

Dean of Student Services: Harriet Brown
Phone Number: (302) 454-3998
Fax Number: (302) 453-3029
E-mail Address: brown@college.dtcc.edu

List of Services: Academic Support, Counseling, Group Activities and
Job Placement

Delaware Technical & Community College – Terry Campus

100 Campus Drive
Dover, DE 19901

Dean of Student Services: Wilma Mishoe
Phone Number: (302) 857-1037
Fax Number: (302) 857-1097
E-mail Address: wmishoe@college.dtcc.edu

List of Services: Academic Support, Counseling, Career Counseling,
Group Activities, Job Placement and Special Needs

Delaware Technical & Community College – Wilmington Campus

333 Shipley Street
Wilmington, DE 19801

Dean of Student Services: Virginia Moxley
Phone Number: (302) 571-5360
Fax Number: (302) 577-6432
E-mail Address: moxley@college.dtcc.edu

List of Services: Academic Support, Counseling, Career Counseling,
Group Activities and Job Placement

Delaware State University
100 North DuPont Highway
Dover, DE 19901

Assist. Vice President for
Student Affairs: Lowan Pitt
Phone Number: (302) 857-6363
Fax Number: (302) 857-6362
E-mail Address: Not Available

List of Services: Health, Academic & Athletic Organizations, Student
Government Association and Councils

University of Delaware
Newark, DE 19716

Coordinator Dean of
Dean of Students' Office: Christine M. Cappello
Phone Number: (302) 831-2631
Fax Number: (302) 831-8191
E-Mail Address: ccappel@udel.edu

List of Services: Campus Computer Network, Academic Advisement,
Student Life Issues, Academic Performance,
Supporting the Academic Success of all students,
Keeping our Students Healthy and Prepare for Future
Success with Career Services

Goldey-Beacom College
4701 Limestone Road
Wilmington, DE 19808

Dean of Student Services: Bernadette H. Wimberley
Phone Number: (302) 225-6312
Fax Number: (302) 998-6823
E-mail Address: wimberlb@gbc.edu

List of Services: Counseling Services, Food Services, Activities, Athletics
and Student Organizations

Wesley College

120 North State Street
Dover, DE 19901

Dean of Student Services: Karen Young
Phone Number: (302) 736-2443
Fax Number: (302) 736-2301
E-mail Address: youngka@mail.wesley.edu

List of Services: Career Services, The Underground, Counseling Services, Student Life and Athletic Programs

Wilmington College

320 Dupont Highway
New Castle, DE 19720

Vice President of Student Affairs:
Phone Number: Dr. LaVerne Harmon (302) 328-9401 Ext. 101
Fax Number: (302) 328-7376
E-Mail Address: lharm@wilmcoll.edu

List of Services: Advising Services, Career Services, Disability Services, Food Services, Housing Assistance, Veteran's Affairs and other information

INTRODUCTION TO BEST PRACTICES

Delaware school counselors submitted “best practices” currently used in their schools. “Best practices” are activities used to address standards and competencies. These are offered as guides, not program requirements. Many activities involve collaboration with other staff members or agencies.

This list will continue to be expanded. Counselors who wish to submit a best practice may complete the form on page 4.2 and send it to the contact person listed.

INTRODUCTION TO FOUR STAR PROGRAMS

Programs highlighted in the “four star” section have been successfully used by counselors in this state.

The list will continue to be expanded. Counselors who wish to submit a “four star” program may complete the form on page 4.3 and send it to the contact person listed.

Please be aware Federal Law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio visual or printed materials and computer software, unless the copying or using conforms to the ‘fair use’ doctrine. Please be aware of copyright laws when you submit your materials for a best practice.

For additional information regarding copyright laws, contact your district’s technology office.

OR

Additional information may be found at the following websites:

www.groton.k12.ct.us/mts/pt2a1.htm

www.lcweb.loc.gov/copyright

www3.utsystem.edu/ogc/IntellectualProperty/cprtindx.htm

Best Practices/**Standard**

Insert Title

Name
School
District

Grade Level
Implemented by

Standard
Competency

Benchmark

Resources/Materials

Evaluation Method(s)

Lesson Plan/Procedures

(Mail to: Joanne Miro, Education Specialist, Department of Education,
Townsend Bldg., P.O. Box 1402, Dover, DE 19903-1402)

Four Star Program/

Standard

Insert Title

Name
School
District

Grade Level
Implemented by

Standard
Competency

Benchmark

Name of Program

Publisher

Order Information

Cost Factor (circle one)

Free
\$250 or less
\$251 - \$500
\$501 - \$1,000
\$1,001 and over

Description

**(Mail to: Joanne Miro, Education Specialist, Department of Education,
Townsend Bldg., P.O. Box 1402, Dover, DE 19903-1402)**

Amazing Grace

Name	Linda Baker
School	Cedar Lane Elementary
District	Appoquinimink
Grade Level	1 & 2
Implemented by	Counselor
Standard Competency	Academic Standard A Take pride in work achievement Apply the attitudes that contribute to school success
Benchmark	Grade 3
Resources/Materials	<i>Amazing Grace</i> , by Mary Hoffman <i>Ready to Use Social Skills Lessons and Activities</i> , Ruth Weltmann Begun, Editor
Evaluation Method(s)	Students will describe strengths that lead to school success
Lesson Plan/Procedures	Read the story <i>Amazing Grace</i> . Discuss the reasons that Grace was successful in her desire to get the part of Peter Pan in the play. <ul style="list-style-type: none">▪ What are the characteristics of an active learner? Have the children describe how they learn to do something. Do activity sheet from <i>Ready to Use Social Skills</i> page 58.

Mac-A-Lena

Name	Ken Levering
School	P.S. duPont Elementary
District	Brandywine School District
Grade Level	4-6
Implemented by	Counselor, Teacher, Nurse This could be a classroom guidance lesson, small group lesson or classroom teacher lesson
Standard Competency	Academic Standard A Take responsibility for their actions Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students Apply the attitudes and skills to achieve school success
Benchmark	Grade 5
Resources/Materials	Lesson format found in the book: <i>If the Shoe Fits: How to Develop Intelligences in the Classroom</i> , by Carolyn Chapman (Skylight Training & Publishing, Incorporated, September, 1993) chapter 3, Mac-A-Lena Song sheets with chorus for each group: Macalena, Macalena Rubenstein, Walk a dime Hockey Pockey Locas was her Name (to the tune "Shortin Bread") Small groups of students, 4-6 per group, with one pack of markers/crayons, and one piece of 20" by 30" paper that the group shares. The teacher needs the sheet with the song/instruction verses.
Evaluation Method(s)	Pre and Post testing of students. Monitoring of behavior involving teasing of others.

Ask teachers for feedback about classroom behaviors (ask teachers and administrators to report instances in which teasing, put downs etc. occur and meet individually with those students).

Lesson Plan/Procedures Initial explanation will be minimal. Divide students into small groups of 4-6. Each group has a pack of markers or crayons, and one piece of paper (approximately 20" by 30").

Each group also has a copy of the attached chorus that they will sing.

Students will draw a character named Macalena as part of the song.

The song will have small groups of students working together, taking turns and drawing the body parts of Macalena.

In the end, Macalena will be an "odd" looking individual, however she has a heart of GOLD.

Discussion will include her differences, and what a heart of gold means.

The final discussion should center on accepting other's differences.

Make a Shield

Name	Linda Baker
School	Cedar Lane Elementary
District	Appoquinimink
Grade Level	1 & 2
Implemented by	Counselor
Standard Competency	Academic Standard A Take pride in work and achievement Apply the attitudes that contribute to school success
Benchmark	Grade 3
Resources/Materials	<i>Morris Goes to School!</i> by Bernard Wiseman Template for a shield Scissors Construction paper Crayons
Evaluation Method(s)	Students will make a shield that describes what they have learned and also what they want to learn in the current academic year
Lesson Plan/Procedures	<p>Read the story <i>Morris Goes to School!</i></p> <p>Discuss why Morris wants to go to school.</p> <ul style="list-style-type: none">▪ What skills does he learn in school?▪ Ask the children what they learn in school and how they achieve their goal. <p>Have them make a shield out of construction paper. Fold the shield in half.</p> <p>On one side, have the children draw three things they have already learned in school. (These are what they are competent in).</p> <p>On the other side, have them draw three things that they want to achieve during the current school year. Discuss how they will achieve this goal. What do they need to do to reach their goal?</p>

See How We Grow

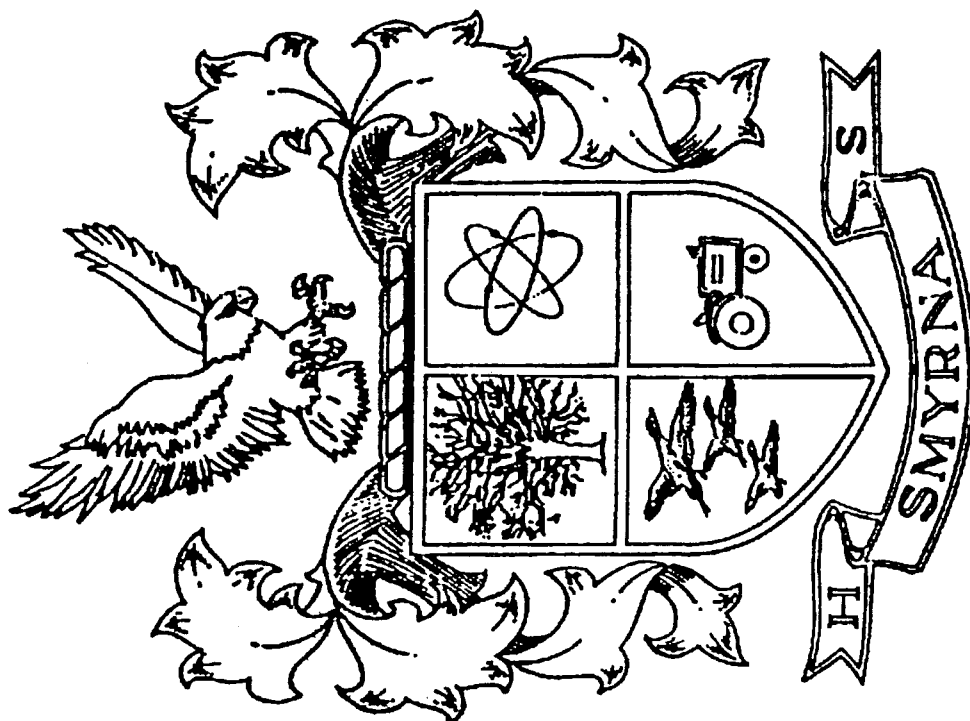
Name	Sharon Dolby
School	Dunbar Elementary
District	Laurel
Grade Level	K-1
Implemented by	Counselor, Teacher
Standard Competency	Academic Standard A Take pride in work and achievement
Benchmark	Grade 3
Resources/Materials	Scholastic big book, <i>Big Sarah's Little Boots</i> , by Paulette Bourgeois Butterfly stickers Paper flowers and butterflies Pencils, crayons and scissors
Evaluation Method(s)	Students choose a butterfly or flower and write or dictate their accomplishments (i.e. "I couldn't ride a bike without training wheels, but now I can"; "I can read now")
Lesson Plan/Procedures	This can be used as a small group or a classroom guidance lesson. Introduce story, read the story, encourage discussion throughout and utilizing various type of questions to facilitate understanding (i.e. growing, measuring). At the conclusion of the story, children are helped to realize that they grow physically, but also in our ability to do things we could not do before. Our muscles grow, our bodies grow and our minds grow. I ask the children to tell of something they can do now that they could not do before they came to school or when they started first grade. We talk about how they feel and how proud we are of them. I also make sure to talk about skills we still haven't mastered that some children need more practice or time with. Some things come harder to some than others.

A College Dialogue

Name	Guidance Office
School	Smyrna High
District	Smyrna
Grade Level	11 & 12
Implemented by	Counselor, Teacher, Nurse, etc.
Standard Competency	Academic Standard B Becoming self-directed and independent learners
Benchmark	Grade 9
Resources/Materials	High school alumni who are presently college students College dialogue brochure (see attached)
Evaluation Method(s)	Counselor Observation, Class of _____ Exit Survey (provided yearly by the State Department of Education)
Lesson Plan/Procedures	High school students will have the opportunity to ask questions based on the topics listed in the College Dialogue brochure to returning college students. These returning college students are members of previous year's Smyrna High School graduating class.

A COLLEGE DIALOGUE

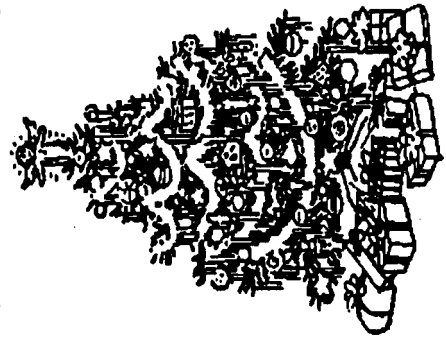
THANK YOU TO OUR RETURNING
ALUMNI FOR GIVING OF THEIR TIME
DURING THIS HOLIDAY SEASON TO
SHARE THEIR COLLEGE EXPERIENCES
WITH US.



December 22, 1998

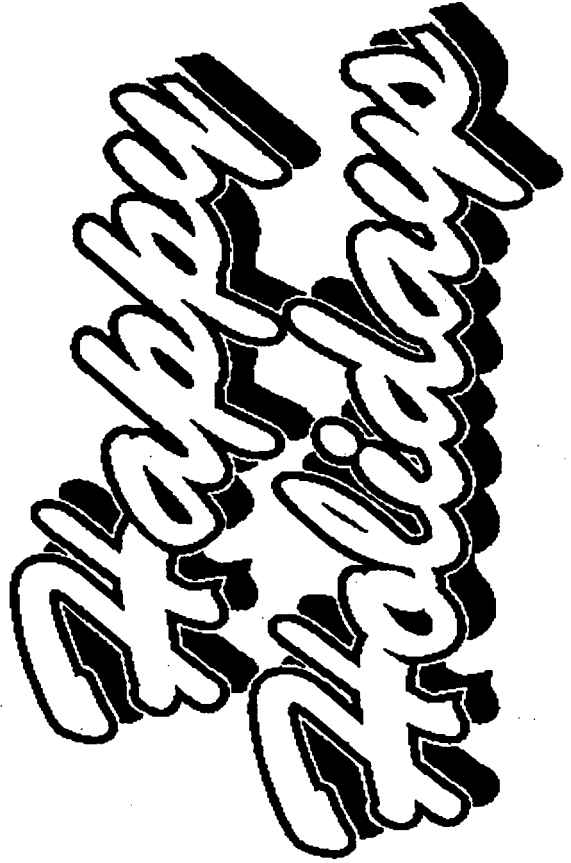
Welcome Panel Members:

Matthew Biggs, Washington College (MD)
Geneva Dooley, Radford University (VA)
Tom Emerson, Delaware State University
Issac Hankins, Shepherd College (WVA)
Sharon Henderson, Wesley College (DE)
Paul Hufschmidt, Randolph Macon (VA)
Bryan Hutchison, Virginia Tech (VA)
Jessica Ipnar, New York University (NY)
Jessica Sander, University of Delaware
Tabby White, Ferrum College (VA)



TOPICS

Selecting your college
Freshman Orientation
Selecting your college major
Organizing your freshman schedule
Teaching styles
Your high school preparation
Dormitory life
Budgeting time & money
College cuisine
Combining athletics & college life
Home sickness
Social life
Financial aid
Advantages/disadvantages of commuting



Balancing

Name	Betty McVey
School	Pleasantville Elementary
District	Colonial
Grade Level	K-2
Implemented by	Counselor, Teacher, Nurse, etc
Standard Competency	Academic C Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
Benchmark	Grade 3
Resources/Materials	Chart paper divided into 3 columns Crayons Pencils Drawing paper for each student
Evaluation Method(s)	Student Interview. Student will name three skills needed in play that can be learned at school
Lesson Plan/Procedures	<ol style="list-style-type: none">1. Ask students what skills they learn at school (e.g. reading, math, listening, following directions, etc.). List their answers in 1st column of chart paper.2. Have students draw or write three games/activities they enjoy doing at home (e.g. board games, hide-and-seek, jump rope, etc.). List these in 2nd column of chart paper.3. Ask children what skills they need to play the games or do the activities (e.g. taking turns listening, counting, following directions, reading directions, etc.). List their answers in 3rd column of chart paper.4. Compare columns 1 and 3. Generate a discussion of how school helps with play and play can help with school. Chart can be hung in the room and updated later in the year.

Career Skills Alphabet

Name	Courtney Quillen
School	Georgetown Elementary
District	Indian River
Grade Level	4 & 5
Implemented by	Counselor
Standard Competency	Academic Standard C Understand how school success and academic achievement enhance future career and recreational opportunities Describe the way school, home and community are interrelated and lead to school success
Benchmark	Grade 5
Resources/Materials	Alphabet letters 5-7" tall Things used in a variety of jobs (such as the following) Model airplane directions Blueprints/House Plans Computer programming papers Stock report Satellite photo of earth or another planet Weather map Sewing pattern/directions Recipe Pack of seeds (with planting/light needs) <u><i>Children's Dictionary of Occupations</i></u> (Parramore, Hopke, Drier (1999) Meridian Education Corporation This book is helpful but not needed!)
Evaluation Method(s)	Counselor observation, self report
Lesson Plan/Procedures	Ask students what they want to do when they get older (list some on the board). Ask if students feel school will help them prepare for careers and hobbies.

Show some of the materials (things used in a variety of jobs) and generate some jobs that may use these materials. Discuss how school activities prepare us to read, understand and utilize some of the individual materials (refer to some desired jobs that have been listed on board from earlier).

For example:

- Blueprints: you need to be able to read, measure and have other math skills
- Weather map: you need geography knowledge and map skills to read legend

Divide class into small groups (2-3 students in each). Pass out letters and have students brainstorm *skills*, which begin with that letter that they may need for a career or hobby. You could brainstorm *careers* also.

For example:

- Adding
- Bridge design
- Caulking
- Drilling
- Examine
- Flutist
- Geography
- Horseback riding
- Irrigating
- Juggling
- Knitting
- Listening
- Multiplying
- Navigating
- Officiate
- Painting
- Quilting
- Reading music
- Scuba diving
- Typing
- Umpire
- Vacuuming
- Writing
- X-ray therapy
- Yard work
- Zoology

Career Awareness

Name	Lucy McLamb and Brenda Burns	
School	New Castle Middle	
District	Colonial School District	
Grade Level	6-8	
Implemented by	Counselors and Classroom Teachers	
Standard Competency	Career Standard A Develop an awareness of personal abilities, skills, interest and motivations Learn to make decisions Learn how to set goals Develop employment readiness: Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	
Benchmark	Grade 8	
Resources/Materials	See attached Resource List included in Career Expedition for Eighth Grade	
Evaluation Method(s)	*Oral report Timeline Career Plan *Research paper *High School Schedule Form Portfolio Career Booklet Feedback worksheet *Poster/collage *Evaluation formats used by the New Castle Middle School students. Awards were presented for outstanding research papers, oral reports and posters	
Lesson Plan/Procedures	Career Lesson Plans prepared by Guidance Department. Career Lesson Plans submitted by Exploratory Staff. Career Fair Plan prepared by Guidance Department Job Shadowing.	

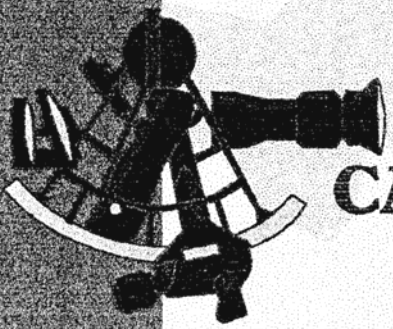
RESOURCE LIST

- *Occupational Outlook Handbook
- *Health Careers Guidance Manual
- *Improved Career Decision Making and Changing World
- *Career Classroom Activities
- *Vo. Tech Career Programs
- *Health Career
- *Guide for Occupational Exploration
- *Career Choices
- *Lessons For Life
- *Military Careers
- *Dream Catchers
- *The Work Book – Getting The Job You Want
- *Medical Assisting
- *Career Student Personalized Portfolio Assessment

- Job Skills:**
- *Being A Leader
 - *Communication With Others
 - *Taking Responsibility
 - *Working As A Team

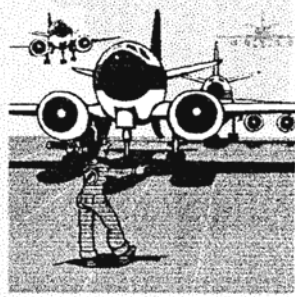
- Life Skills:**
- *Building Self-Confidence
 - *Improving Work Habits
 - *Setting Career Goals
 - *Advancing In The Work of Work

- Career Skills:**
- *Workbook and Portfolio: Career Choices
 - *Law
 - *The Exploring Game
 - *Marketing Essentials
 - *Do What You Are
 - *Medical Office Procedures
 - *Possibilities
 - *Career Development
 - *Career World
 - *Careers I Know
 - *Careers for Sports Nuts and Other Athletic Types
 - *Careers for Culture Loves and Other artsy Types
 - *Careers for Good Samaritans and Other Humanitarian Types
 - *Careers for Bookworms and Other Literary Types
 - *Careers for Travel Buffs and Other Restless Types
 - *Careers for Animal Lovers and Other Zoological Types
 - *Careers for Foreign Language
 - *Careers for Aficionados
 - *Careers for Gourmet Lovers and Others Who Relish Food
 - *Careers for Nature Lovers and Other Outdoor Types
 - *Careers for Number Crunchers and Other Quantitative Types



EIGHTH GRADE

CAREER LESSON PLAN




Theme

Title

Objective

Guiding Questions

Activities



EIGHTH GRADE CAREER LESSON PLAN

Submitted by Lucy McLamb and Brenda Burns

Theme/Topic: CAREER INVESTIGATIONS

Title: “What I want to Be” . . . (When I grow up!)

Objective: Students will identify and research a career of their choice discovering the elements necessary to achieve this career.

Guiding Questions:

- What enjoyable activities does this career involve that might appeal to me?
- What skills are needed to see employment in this area?
- How much and what type of formal training is required for this career?
- Will this career have any potential for future growth?
- Will the skills utilized in you career choice be valued and allow a transition to another career?
- Will this career provide enough money for any dependents and me to live comfortably?

Activities:

The following lesson plan includes a multimedia career research; a 5-minute oral presentation to the class, and this will be finalized with a Career Day Fair. Students and staff will be asked to provide resources to participate in the Career Fair.

*The teacher will introduce and present some career synopses from available materials.

*Students will conduct cooperative learning activities to select an appropriate career.

Each Student must complete the following steps:

1. Select a career
2. Research the career utilizing the following resources:
 - Library
 - Internet
 - Interviews
 - Resource List (attached)
3. Report – Written
 - Format Style
 - Title page
 - A Multimedia Report
 - Bibliography/References – MLA Style
4. Poster Board Display
5. Oral presentation to Class
 - Three to five minutes presentation
6. Required References:
 - Encyclopedia – one (1) reference
 - Books – three (3) references
 - Internet – unlimited

Best Practice/Career - Career Awareness – Continued

Periodicals

Teacher material – (Resource list attached)

7. Glossary: (terms to include)
aptitude, cooperation, salary, benefits, satisfaction, attitude, vocation, union, temporary, evaluation, courtesy, assembly, teamwork, cultures, tolerance, prompt, resourcefulness. Initiative, ambition, accountable, probation, appearance, wages, privacy, professional, resources, management, disability, retail, entrepreneur, wholesale, communicate, flexibility, apprentice, manufacture, technology, obsolete, analyze, technician, engineer, client, commission, resume, certified, licensed, seminar, personnel, research, consignment, promotion, marketing, reliable, punctual, merchandising, virtual, networked, respect, responsible.
8. Materials:
Books and software are located in NCMS Library and Community Libraries.

Evaluation:

Students will receive an activity grade for the research paper (following a teacher made format), which will be evaluated on: grammar, content, research, references and creativity. Activity grades will also be given for the oral presentation and poster/display product.

Awards:

*There will be awards presented for the best posters.

Post Career Investigation Project:

Career Fair

Career Fair Time Line:

1999-2000 Eighth Grade Students

2000-2001 Seventh and Eighth Grade Students

Performance Indicators:

- *Language Conventions
- *Informative Writing
- *Oral Communication
- *Decoding and Word Recognition Strategies
- *Vocabulary
- *Self Monitoring Comprehension
- *Demonstrate an overall understanding of oral and printed texts
- *Critical Analysis
- *Evaluation of Information
- *Extend Meaning
- *Presence and Role of Mass Media
- *Identify, Locate and Accept
- *Organize, Manipulate and Express
- *Evaluate



New Castle Middle School Career Fair March 17, 2000



CAREER FAIR

Date: March 17, 2000

Goal: Parent, Community, Vo-Tech Students to provide presentations of their careers.

PRE-CAREER DAY PLANNING:

Teachers:

Teach each class the expected goals and outcomes.

Prepare the Eighth Grade for assembly the day prior to the Career Fair.

*Each class is to prepare three (3) intelligent questions for each speaker.

*Each student will attend three (3) career presentations.

CAREER FAIR:

*Cheerleaders and Peer Leaders will conduct Library Tours.

*Students will introduce Speakers for each Workshop.

*Teachers must remain in the classroom to offer guidance and support to ensure that the workshop will flow smoothly.

SCHEDULE:

7:47 – 8:32	Exploratory
8:45 – 9:25	Career Workshops
9:30 – 10:10	Career Workshops
10:15 – 10:55	Career Workshops
11:00 – 12:10	Seventh Period
12:17 – 12:47	Lunch (Regular schedule after lunch)

*Walking tour of the Library to review students' posters and other displays.

*In-class discussion of display.

*Each speaker will conduct a 30-minute presentation.

*Each student will evaluate the Career Fair with positive critiques.

“Who Am I?” . . . Self Assessment

This best practice is just one of a series of activities found in the Teacher’s Guide for the *Delaware Career Compass*

Grade Level Implemented by	8 & 9 Counselor or Teacher
Standard Competency	Career Standard A Develop an awareness of personal abilities, skills, interests and motivations
Benchmark	Grade 9-12
Resources/Materials	<u><i>Delaware Career Compass</i></u> Contact: Janis P. McCullough, Editor Delaware Department of Labor 1.302.761.8053
Evaluation Method(s)	Students will be able to describe their own personality type and how it relates to their career interests
Lesson Plan/Procedures	<p>Teachers can use the Delaware Career Compass Step #1, readings and activities, as well as extension questions and supplemental activities provided on student handouts to allow students to assess their personalities, work styles and career interests.</p> <p>Answer the following questions in complete sentences:</p> <ol style="list-style-type: none">1. What is this survey suppose to help you realize?2. In what area did you find the best match? Do you agree or disagree with the results? Why or why not?3. What are the main differences between the three areas of interest?

4. Can you infer what type of occupations would correspond with each area of interest? In other words, what type of job might each type of person have?

Hands-on person: _____

People person: _____

Information person: _____

Answer Key:

1. This activity will help identify an individual's likes and dislikes or in other words, their interests. It will give ideas or what work will best suit an individual.
2. Self answered.
3. There are three areas of interest:
 - a. Hands on Person-involve working with tools and machines, are curious about how things work and like to build, operate, maintain and repair equipment.
 - b. People Person-enjoys being with others and exercising people skills such as caring, helping, advising, persuading and cooperating.
 - c. Information Person-has the ability to find, classify organize and explain information in ways that help others understand it.
4. More jobs are listed in the Delaware Career Compass.
 - a. Hands-on: mechanic, carpenter, electrician and welder.
 - b. People: teacher, counselor, social worker and funeral director.
 - c. Information: accountant, banker, realtor and bookkeeper.

Career Jeopardy

Name	Patricia Riffle
School	North Georgetown Elementary
District	Indian River
Grade Level	4 & 5
Implemented by	Counselor
Standard Competency	Career Standard B Demonstrate awareness of the education and training needed to achieve career goals Relate learning to future career goals
Benchmark	Grade 5
Resources/Materials	<i>102 Tools for Teachers and Counselors Too</i> , Career posters
Evaluation Method(s)	Counselor observation, self report
Lesson Plan/Procedures	<p>Students will define the word “career” and give examples of a career/job. The students will also identify and label careers of people in the school. (If a student knows the person and not the job title, the student may interview the individual and report back to the class!) Next, the students will be given a chance to identify the career/job they hope to have as an adult. The class will play “Career Jeopardy”. Teams of 3-4 students will be given a chance to ask “questions” about jobs/careers. During the game, an on-going discussion about training and awareness of education needed for various jobs is encouraged.</p> <p>“Career Jeopardy” was adapted from a list of Career Consequences Cards found in the book, <i>102 Tools for Teachers and Counselors Too</i>. The small groups of students are required to answer a card with a question. Example: Name two jobs where you might get lonely. What are policeman and ranger? Name four jobs that are good jobs for summer work for students. What are cleaning, mowing, etc?</p>

Best Practices/Career - Career Jeopardy - Continued

This series can be ordered from a number of different companies. One of the resources is:

Guidance for Elementary Grades

Social Studies School Service 2001

www.socialstudies.com

1.800.421.4246

Develop a Career Center

Name	Stephanie DeSanto
School	Milford Senior High
District	Milford
Grade Level	10
Implemented by	Counselor
Standard Competency	Career Standard A Develop an awareness of personal abilities, skills, interest and motivations
Standard Competency	Career Standard B Identify personal skills, interests and abilities and relate them to current career choices
Benchmark	Grade 10
Resources/Materials	Bridges.com
Evaluation Method(s)	Each student will develop a portfolio in Bridges.com Jr. Yr. Interview and Questionnaire Completed
Lesson Plan/Procedures	Establish a Career Center within the Guidance area that has many resources for students to obtain information where students can utilize one of four computers that have internet access and career software, a bookshelf filled with career information manuals, college view books, financial aid manuals and career interest inventory packets. The Milford School District has also purchased an internet computer career exploratory program called Bridges.com , in which students can learn about careers, post-secondary schooling and professional information (Example: job interview tips, dress code information, resume writing, etc.). Students can also conduct discussions via e-mail and/or chat rooms with individuals within specific career fields to ask questions and obtain advice. Students can access these resources any time during the day and after school. Parents are also welcomed.

As an important part of the guidance curriculum, counselors are assigned a grade and stay with that grade through the entire high school time frame. During each year, beginning with the freshman, a specific concept/idea is covered to ensure that career and future plan preparation is being done. For instance, during freshman year, the counselor meets with all of the student's in-group settings (for instance, all of the English classes over a two or three week period) and conducts a self-awareness presentation. This presentation includes a video about becoming aware of one's interests so that one is better able to make educated decisions about possible career plans. A career portfolio is kept on each student and is used as a reference each year as interests and career ideas change.

During sophomore year, career inventories and interest inventories are conducted using a computer version on Bridges.com or a paper and pencil version. By realizing their interests and knowing their strengths, students are better equipped to start the career-planning curriculum. During junior year the counselor is conducting "Junior Interviews". The counselor meets with each student individually for about 30 minutes to discuss future plans, college options, career options, and many other things. The student completes a questionnaire prior to the meeting to help the counselor determine the student's needs and how to assist with those needs (see attachment). By their senior year, a better understanding of a specific career pathway should be known so that plans can be established for the student to obtain the necessary tools to be successful. For instance, if the future plan involves a career choice of mechanical engineering, then the selection of a college needs to be done, college and financial aid applications need to be filled out, essays and achievement resumes need to be written, etc. If the future plan is working after graduation, then help with interviewing, resume writing and finding employment opportunities is done. Parent meetings presented at night and student meetings, both during school and after, are conducted throughout the four years to keep all parties well informed and to keep up lines of communication. The counselor is a very important resource to the parent and the student throughout high school.

The student is able to look over his/her portfolio at any time with the counselor and is able to use any of the resources provided in the Career Center. Parents are welcomed and individual meetings are encouraged.

MILFORD HIGH SCHOOL
11TH GRADE SURVEY / QUESTIONNAIRE

Fill out this form prior to your appointment with your Guidance Counselor

NAME: _____
 LAST FIRST MIDDLE

ADDRESS: _____

PHONE #: _____ BIRTHDATE: _____ SSN: _____

NAMES OF PARENTS/GUARDIANS: _____

Check all that apply

After Milford, I would like to:

Attend a four-year college _____

Attend a junior college _____

Attend a prep college _____

Attend a technical school _____

Start full time employment _____

Enter the military service _____

Join an apprentice program _____

I do not know what to do _____

I need help in:

Selecting a college _____

Learning about financial aid _____

Selecting a career area _____

Applying for a job _____

Preparing for a job interview _____

Joining an apprentice program _____

Trying to decide what to do _____

I have visited the Career Center to learn about careers/job information/colleges/etc... _____ times.

Careers that interest me: _____

Colleges, Trade Schools or Technical Schools I feel qualified for and would like to attend: _____

List any awards or recognition you have received in or out of school: _____

List all in and out of school activities, hobbies, etc: _____

List most recent job experience:

Place of Employment

Dates

Nature of Work

I need information on: _____

Overall questions or concerns: _____

DO NOT WRITE BELOW THIS LINE. For Guidance Office use only.

MILFORD HIGH SCHOOL
COLLEGE SEARCH QUESTIONS

Directions: Please indicate your specifications when choosing a college.

4-Year College _____ 2-Year College _____ Technical School _____

Geographic Location: (East Coast, NY, etc. . .) _____

Enrollment/Size of School: under 3,000 _____ under 10,000 _____ under 20,000 _____ under 35,000 _____

Type of School: Public _____ Private _____

Campus Setting: City _____ Rural _____ Urban _____ Small Town _____ Other _____

College Major: (Business, Engineering, etc. . .) _____

Student Body Type: Co-ed _____ Single Sex _____

Sports Program: (Division I, Intramural, etc. . .) _____

Type of Housing: Commute _____ Campus Residence _____

Activities/Campus Life: (Fraternities, Theater, Band, etc. . .) _____

Cost: under \$10,000 _____ under \$15,000 _____ under \$20,000 _____ under \$30,000 _____

Schools in which I am interested: _____

Special Services/Special Help: (Programs for learning disabled, physically challenged, etc. . .) _____

Special Programs: (ROTC, Study Abroad, etc. . .) _____

Overall Questions/Concerns: _____

My GPA: _____ My Class Rank: _____ Class of _____

Career Forum

Name	Guidance Office
School	Smyrna High
District	Smyrna
Grade Level	11-12
Implemented by	Counselors
Standard	Career Standard C
Competency	Acquire knowledge to achieve career goals Acquire skills to achieve career goals
Benchmark	Grade 12
Resources/Materials	Panel members who are members of previous year's Smyrna High School graduating class
Evaluation Method(s)	Smyrna High School Career Survey results, employer feedback through BIE, Counselor Observation, Teacher Evaluation, Class of _____ Exit Survey (provided yearly by the State Department of Education)
Lesson Plan/Procedures	Present Smyrna High School students meet with returning Smyrna High School graduates. Questions on the Career Forum program formed the bases for the questions and answer session (see attached).

CAREER FORUM
SMYRNA HIGH SCHOOL

PANEL MEMBERS

JEREMY AURAND	Eagle Group (Metal Masters)
ROSA CARANNANTE	Ernesto's Restaurant
LEE DE BACA	Buck Algonquin
JESSICA KORNRUMPF	Denny's
LAKITIA WALLACE	State of DE (DE Banking Comm.)

TOPICS FOR DISCUSSION

How did I acquire my present job?

What things during high school – habits, behaviors, reputation – had an impact on my ability to get and keep a job?

How many jobs have I had? What impact did changing jobs have on my present job?

What could I have done better in high school that might have improved my ability to get a good job?

What is the best “career-oriented” experience that I had while in high school?

Is my current situation a career position or a position in transition?

My immediate plans for the future are . . .?

My long-range career plans are . . .?

Thoughts for seniors as they approach commencement.

Santa's Workshop

Name	Robert C. Collins/Frank Ingram
School	Milford High Ross Elementary Banneker Elementary Morris Early Childhood Center
District	Milford School District
Grade Level Implemented by	9-12 Requires cooperation of several teachers and the administrators at all of the schools involved. Someone must serve as the coordinator of the many activities
Standard Competency	Career Standard C Areas 1 – Acquire knowledge to achieve career goals Areas 2 – Apply skills to achieve career goals
Benchmark	Grades 3 & 9-12
Resources/Materials	Wood for 1,100 toys – cars, trucks, etc. Required computer software and paper to make 1,100 Christmas cards Art supplies for face painting Flowers for corsages Material for elves' costumes, 1,100 hats for the elementary students and t-shirts for other helpers 1,100 books Farm animals, pens, food and water for petting zoo Two Santa Claus costumes Cookie dough for 1,100 cookies

1,100 Oranges

Christmas trees and flowers for decorations

Arrange for transportation of elementary students to the high school

Evaluation Method(s) Follow-up surveys to all of the schools involved

Lesson Plan/Procedures The overall idea is to bring the kindergarten, grade 1 and grade 2 students to the high school for Santa's Workshop. The high school students and teachers will be in charge of the workshop and carry out the following activities:

- Students in the Construction class will cut out and finish 1,100 wooden toys. The elementary students will observe the toys being made.
- Students in the Communication Technology class will help each elementary student design an individualized Christmas card for a parent, grandparent or someone else that the student chooses.
- Students in the Art classes will paint the faces of the elementary students with something seasonal.
- The high school Choir will sing with all of the elementary students and the high school band will perform.
- Students in the Horticulture class will make a corsage with each elementary student for that student to take home.
- Students in the Animal Science class will take all of the elementary students through a petting zoo.
- Students in English classes will read a book to each elementary student and give them the book.
- Each elementary student who wishes may visit with Santa Claus.
- Students in the Business classes will make cookies and give each elementary student one.
- Students in the Special Education classes will make hats and name tags for all visitors. They will also collect, store and return all visitors' coats.
- Prior to the high school visitation for "Santa's Workshop", elementary students will write letters to Santa, which will be given to high school English students for a response. This will serve as a writing

lesson for the high school students. Also prior to the "Workshop", some English students will be transported to the elementary schools to volunteer as readers. The high school students will have the experience of "teaching" and elementary students will see "older" students expressing the importance of learning. To encourage the involvement of the elementary schools, each school will receive \$500.00 to purchase books for their library.

- Members of the Future Farmers of America club will give each elementary student an orange.

All elementary students will leave the high school with a wooden toy, a Christmas card, a corsage, a Christmas cookie, an orange, a painted face and a new book.

In addition to these tangible items, all of the students will have experience watching high school students involved in several career related activities.

High School students will learn the value of teamwork in putting together a rather large program. They will also experience the pleasure one receives from giving to and serving other people.

Behaviors

Name	Dennis Rozumalski
School	Silver Lake Elementary
District	Appoquinimink
Grade Level	3-5
Implemented by	Counselor
Standard Competency	Personal/Social Standard A Distinguish between appropriate and inappropriate behaviors Use good decision making and problem solving strategies Understand consequences of decisions and choices
Benchmark	Grades 3 & 5
Resources/Materials	Trial Scenario School Code of Conduct Video Camera
Evaluation Method(s)	Pre and post discussion of choices and consequences
Lesson Plan/Procedures	<p>Need 3-4, 40-minute sessions. A scenario is introduced, such as one student teasing another resulting in offensive language. The teasing student pushes/hits the other student; someone gets hurt as a result of the fight. Teams of lawyers (defense and prosecution), witnesses (fellow students, teachers, principal, interventionist, etc) and a jury are picked. Each must consider the effects of actions, choices and consequences (see attached sheets). A videotaped trial is held. If the jury decides on a guilty verdict, consequences are chosen from the actual School Code of Conduct. After the trial, all information is processed.</p> <p>Session one: Discuss teasing, etc, which usually results in verbal/physical fights. Introduce trial scenario. Pick roles. Divide into groups (defense, prosecution and jury) to start working on the case. Jury should practice voting by picking a leader of the jury.</p>

Sessions two and three: Lawyers and their witnesses work on their case. Jury should work on their discussion sheet. Other activities for the jury include reading a book from the Power Kids Press such as Dealing With Anger, Dealing with Bulling or Dealing with Fighting, or watching a video such as Getting Better At Getting Along from Sunburst Communication 1.800.431.1934. Lawyers and witnesses should practice questioning and answering, opening/closing statements, etc.

Session four: Videotape trial followed by discussion.

Situation:

A teacher saw a student push another student off the bench seat in the cafeteria. When the teacher asked the accused student what had happened, he/she said that the other student was in the wrong seat and that he/she wouldn't move. When the accused student asked the other student to move, that student began using bad language that offended the accused. That bad language made the student angry and that is when he/she pushed the other student. The student that was pushed onto the floor told the teacher that another teacher had changed her seat assignment and that he/she was in the right seat.

Jury

1. What will you need to know to decide if the student was guilty or not guilty?
2. Are there situations when it is okay to break a rule? If so, name them.
3. What rule was broken in this situation?
4. What are the penalties for breaking this rule?
5. Who was harmed as a result of this action?
6. What other choices were available?
7. What will the defense have to show/tell you to convince you that this is not a violation?
8. If you could ask the accused some questions, what would they be?
9. As a jury, how will you make a decision about guilt or innocence?

Prosecutor

1. What will you need to know to prove that the student was guilty?
2. How will you prove it?
3. What rule was broken?
4. What are the penalties for breaking this rule?
5. Who was harmed?
6. What other choices were available?
7. What will you say to the jury to convince them that this was a violation?
8. What questions will you ask of the accused?
9. What penalty will you ask of the jury?

Defense

1. What will you need to know to prove that the student was guilty?
2. Are there situations when it is okay to break a rule? If so, name them.
3. What rule was broken?
4. What are the penalties for breaking this rule?
5. Who was harmed?
6. What other choices were available?
7. What will you say to the jury to convince them that this was not a violation?
8. What questions will you ask of the accused?
9. What will you say to the jury to convince them that there should be no penalty for this action?

Name Tags

Name	Cathy Besden-Showell
School	Sussex Central Middle
District	Indian River
Grade Level	1-8
Implemented by	Counselor
Standard Competency	Personal/Social Standard A Develop a positive attitude toward self as a unique and worthy person
Benchmark	Grades 3, 5, 8
Resources/Materials	Name tags Sheet with alphabetical listing of positive adjectives Magic markers
Evaluation Method(s)	Self assessment, dramatic presentation, activity sheets on name calling to discuss negative impact
Lesson Plan/Procedures	Explain what we are going to do and the objectives. Pass out papers. Have students do their name in bold with the magic markers; adjective in smaller print. Ask for volunteers to read their adjectives. Have students fold, as directed, so they will stand up. Work on "name calling" activity while others finish and review. Have students fold back up and collect when finished. Give a sticker to the students who volunteer to role play. Use throughout the year. Allow students to keep their name tag on their last visit.

POSITIVE ADJECTIVES

AMAZING	ARTISTIC	ATTRACTIVE	AWESOME	ATHLETIC
	ACTIVE	ACROBATIC	ACTIVE	ADORABLE
BRIGHT	ALERT	AGILE	ACROBATIC	ABLE
	BRAVE	BRILLIANT	BEAUTIFUL	BUSY
	BUBBLY			
CUTE	CURIOUS	CLEVER	COMICAL	CONSIDERATE
	CARING	COOL	CREATIVE	COURAGEOUS
	COMPASSIONATE	COURTEOUS	CHEERFUL	COMPETITIVE
	COLORFUL	COOPERATIVE		
DYNAMIC	DELIGHTFUL	DETERMINED	DEDICATED	DANCER
	DARING			
EAGER	ENTERTAINING	ELEGANT	EXCELLENT	ENERGETIC
	EXCITING	EASY GOING		
FANTASTIC	FUNNY	FASCINATING	FRIENDLY	FANCY
	FUN LOVING	FAIR		
GREAT	GOOD	GORGEOUS	GENEROUS	GENTLE
	GRACEFUL			
HAPPY	HANDY	HANDSOME	HONEST	HUMOROUS
	HELPFUL	HEALTHY		
IRRESISTIBLE	IMAGINATIVE	INTELLIGENT	IMPORTANT	INTERESTING
	INTRIGUING	INCREDIBLE		
JOLLY	JOVIAL	JAUNTY	JUBILANT	JOCULAR
	JOYFUL	JOKER	JUST	
KIND	KNOWLEDGEABLE			
LOVABLE	LIKABLE	LOVELY	LIVELY	LOYAL
	LOVING			
MAGNIFICENT	MARVELOUS	MERRY	MUSCULAR	MUSICAL
	MANNERLY			
NICE	NEAT	NEIGHBORLY		
OUTSTANDING	ORDERLY	OBEDIENT	ORGANIZED	OUTGOING
	OPTIMISTIC	OPEN	OUTRAGEOUS	
PRETTY	PLAYFUL	PATIENT	PERSISTENT	PLEASANT
	POLITE	POPULAR	POSITIVE	PREPARED
QUICK	QUIET	QUITE		
RADICAL	REMARKABLE	REASONABLE	RADIANT	RESPECTFUL
	RESPONSIBLE	RELIABLE	READY	
SUPER	SENSATIONAL	SPECIAL	STRONG	STYLISH
	SYMPATHETIC	STUDIOUS	SENSITIVE	SMART
	STUPENDOUS			
TERRIFIC	TALENTED	THOUGHTFUL	TRUTHFUL	TRUSTWORTHY
UNDERSTANDING	UNFORGETTABLE	USEFUL	UNIQUE	
VALUABLE	VIGOROUS	VALIANT	VIBRANT	VERY
WONDERFUL	WINNER	WISE	WITTY	WORTHY
XTRA				
YOUNG	YOUTHFUL			
ZIPPY	ZANY	ZEALOUS		

Use Your Coping Skills and W.I.N.!

Name	Jay Lingo
School	Lulu M. Ross Elementary
District	Milford
Grade Level	K-4
Implemented by	Counselor
Standard Competency	Personal/Social Standard A All students will develop a positive attitude toward self as a unique and worthy person Distinguish between appropriate and inappropriate behaviors
Benchmark	Grades 3 & 5
Resources/Materials	W.I.N. posters A die List of Role Plays with “put downs” in them Optional: books dealing with teasing <i>Let's Talk About Teasing</i> , by Joy Berry, <i>The Meanest Thing</i> , by Bill Cosby
Evaluation Method(s)	Immediate evaluation is conducted during the role plays. Students must respond to the teasing or “put down” during the role plays using coping skills of walking away, ignoring or naming their feeling. Long-term evaluation is conducted by feedback from students, parents and teachers
Lesson Plan/Procedures	This lesson usually follows a unit on friendship, being kind to one another. (See attached sheet). It is a natural follow-up to help handle those students who choose to tease and use unkind words. Use your “fake marshmallows” as one technique used to ignore. Students carry imaginary marshmallows with them in their pockets and put them in their ears.

Guidance Lesson

This is a classroom guidance lesson that I developed several years ago to address the issue of name-calling and teasing and appropriate ways of coping with this common problem.

1. First, ask the student to share
 - a. how they feel when others tease them, and
 - b. how they normally handle or cope with those situations
2. I always take in a poster for each classroom to keep which displays the following three coping skills:

SOME GREAT WAYS TO HANDLE PUT-DOWNS

Walk away

Ignore (in a nice way). Use your fake marshmallows!

Name your feeling. "I feel ____ when you ____".

3. Review the poster, then ask for volunteers to come up and role-play using one of the coping skills to handle teasing. (I usually have the students roll a die so that only the two of us know what number was rolled. If the student rolls a 1 or 2, s/he acts out Walking away, a 3 or 4 is Ignore and a 5 or 6 is Name your feeling.) I make up different teasing and unkind comments and try to make them pertain to school. I remind the students often that I am also role-playing and that I do not actually feel this way toward them. I always choose the student who raises his or her hand and guesses the correct coping skill which is being demonstrated to have a turn next. (This is important since most students can recognize the correct coping skill right away and will want to shout out the answer!)
4. After you have done the role-playing exercise, review the coping skills again and remind the students that these are just a few of the great ways to handle put-downs and teasing. Humor, changing the subject, talking to a friend and many other options are also excellent ways of solving the problem.

If you have any questions about this lesson, feel free to contact me at 1.302.422.1640 or 1.302.422.1158. --- Jay Lingo, Ross and Banneker, Elementary Schools, Milford School District

Spud's

Name	Marjorie White
School	Fred Fifer Middle
District	Caesar Rodney
Grade Level	6 or 7 (possibly 8)
Implemented by	Counselor or Teacher
Standard	Develop a positive attitude toward self as a unique and worthy person
Competency	Recognize and respect individual differences, ethnic and cultural diversity, and various family configurations
Benchmark	Grade 8
Resources/Materials	Name tags or index cards, folded in half Felt-tip markers Enough potatoes for each group of three or four persons to have one potato <i>101 Ways to Make Your Classroom Special</i> , by James D. Sutton, Ed.D., pages 64-65
Evaluation Method(s)	Evaluation is accomplished through group presentations
Lesson Plan/Procedures	Groups and Name Tags: <ul style="list-style-type: none">▪ For the purpose of forming groups pre-number nametags or index cards with four of each numeral used or use four each of different colored stickers. (I recommend not more than four or less than three to a group.)▪ Brainstorm for positive feeling words, such as, kind, happy, enthusiastic, etc▪ Randomly distribute nametags and markers. Like numerals/stickers will become a group▪ Each student will use a marker to write his/her name on a name tag and precede the name with a positive feeling word of his/her choice

Best Practices/Personal - Spuds - Continued

When students have been arranged in groups:

- Show a potato to the class, describe its uniqueness, and tell the class that today the potatoes will become *persons*
- Provide each group with a worksheet (attached).
- Each group will:
 1. send a group member to select a potato
 2. choose a group scribe
 3. participate in completing that group's worksheet and writing the story

Presentations

- Groups may present by:
 1. assigning one or two members to give the data on that group's *person*
 2. having another member hold the *person* (potato)
 3. having the remaining member read the group's story

Finale

- When all groups have presented, the potatoes are returned to the box.
- One student from each group will come forward and try to retrieve his/her *person*/potato from the box, explaining how he/she was able to identify the *person* from all others in the box.
- Conclude by sharing that, while each of us may have similarities and differences, each person is unique and valuable, and our differences make life more interesting.

*Note: During the group activity, students must avoid putting identifying marks on the potatoes. That would weaken the effect of the final activity/experience.

How to Keep All Your Friends

Name	Cheryl Carey
School	Phillip C. Showell Elementary
District	Indian River
Grade Level	2
Implemented by	Counselor
Standard Competency	Personal/Social A Acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others
Benchmark	Grade 3
Resources/Materials	<i>How to Lose All Your Friends</i> , by Nancy Carlson Construction paper, crayons, colored pencils, markers
Evaluation Method(s)	Student discussion and behaviors, counselor observations, teacher comments
Lesson Plan/Procedures	<p>Classroom discussion – what do we know about friends, what do they do together, how do you know someone is your friend, etc.</p> <p>After discussion introduce and read Nancy Carlson’s book, <i>How to Lose All You Friends</i> to the class.</p> <p>Decide with children instead of losing friends, let’s try to keep them – we then decide to write our own book, “How to Keep All Your Friends”.</p> <p>Brainstorm with the children how you can change the rules in the book to keep your friends.</p> <p>Write new rules with the class. Example: Nancy’s first rule is . . . 1. Never smile. Brainstorm with the children how they could change this to keep friends . . . always smile.</p>

Best Practice/Personal - How to Keep All Your Friends - Continued

Each student then chooses a rule to illustrate and write about. Students are encouraged to write rule, illustrate rule and then add two or three sentences to describe why this is a good rule to keep friends. Example: Always smile because that makes other people smile. People will smile all day long. You will help them be happy.

Have one student design the cover (written and illustrated by . . . include the teacher's name and class).

Read new book to the class. They really enjoy seeing each other's thoughts and illustrations.

Bind the book and give to the teacher for classroom library. (I usually do this activity in February during the second grade friend's unit from their ELA curriculum – goes along with I Love to Read month as well.)

20 Things I Love to Do

Name	Anne Lambert
School	Middletown Middle
District	Appoquinimink
Grade Level	7-8 (appropriate for all grades)
Implemented by	Counselor
Standard Competency	Personal/Social Standard B Self Knowledge Application
Benchmark	Grade 8
Resources/Materials	Paper Pen/pencil Ruler Adapted from <i>Values Clarification</i> , by Sidney Simon, et al.
Evaluation Method(s)	Self report, chart activity
Lesson Plan/Procedures	Appropriate for individual or small group.

1. Introduce topic of likes and dislikes and how that influences our choices and behaviors.
2. Discuss how changes in our choices and behaviors can be redirected to meet personal goals.
3. Have students number a sheet of paper from one to 20.
4. Have students list 20 things they love to do. Note: Students who have limited lists may have additional counseling needs.
5. After list is complete, draw four columns. Note: You may have as many columns with as many different topics as you want. Example:

1.	\$		P	
2.		A		S
3.		A	P	S
4.	\$			S

6. Each "love" is assessed using a variety of criteria.
 - a. if the "love" costs money, mark a "\$" in the first column
 - b. if the "love" can be done alone, mark an "A" in the second column
 - c. if the "love" is done with others, mark a "P" in the third column
 - d. if the "love" is done only during a particular time of year, mark an "S" (seasonal) or an "A" (all year) in the fourth column
 - e. continue with other columns if desired
7. Count the number of marks in each column. Discuss the need for balance in life activities and how lack of balance effect behavior, emotion and goals.
8. Have students self evaluate if they are where they want to be or if changes are needed. Next lesson - How to make changes.

ABCD Problem Solving

Name	Jo Anne Rosenfeld
School	North Dover Elementary
District	Capital
Grade Level	Grades 1-5
Implemented by	Counselor
Standard Competency	Personal/Social B Use decision making and problem solving strategies Understand consequences of decisions and choices Develop strategies to solve interpersonal problems
Benchmark	Grades 3 & 5
Resources/Materials	<u><i>Teaching Conflict Resolution Through Children's Literature</i></u> by William J. Kreidler
Evaluation Method(s)	Counselor observation, teacher comments, self report
Lesson Plan/Procedures	<p>This lesson introduces the students to solving problems using the ABCD approach. There are scenarios to use for practice.</p> <p>Follow-up using the story "The Zax" from <u><i>The Sneetches</i></u> by Dr. Seuss. Read the story and stop at the end of page 33. Make a line on the floor with masking tape about 6-8 feet long. Have one student role model the North-going Zax and a different student to role model the South-going Zax. When they meet in the middle, have them problem solve ways they could get by each other without stepping aside or turning around. After a minute, give two other students a chance to role play.</p>

Gardening

Name	Claude Robinson
School	Robert S. Gallagher Elementary
District	Christina
Grade Level	K-4
Implemented by	Counselor, Teacher
Standard Competency	Personal/Social B Use decision making and problem solving strategies Understand consequences, decisions and choices Develop effective coping skills for dealing with problems Know how to apply conflict resolution skills
Benchmark	Grade 3
Resources/Materials	Garden Plot Garden Tools Mulch Assorted seeds for fast growing Flowers/Vegetables
Evaluation Method(s)	Quality and quantity of the garden; log of problems encountered and solved
Lesson Plan/Procedures	Establish and till the garden area. Involve children in all activities (i.e. digging, planting, watering, mulching, picking, eating, clearing). At the end of the season or beginning of next, choose vegetables and flowers that can be picked early or will remain throughout the fall (early: strawberries, radishes, edible pod peas, lettuce, daffodils, tulips, iris, ajuga, columbine, lupin, hyacinth. later: pumpkin, popcorn, cabbage, brussel sprouts, pack up bird feeders and birdbath).

Dealing With Stress

Name	Jennifer Wheeler
School	Nellie H. Stokes Elementary
District	Caesar Rodney
Grade Level:	5
Implemented by	Counselor
Standard Competency	Personal/Social Standard C Use initial problem solving strategies and coping skills for daily living and life events Learn coping skills for managing life events
Benchmark	Grade 5
Resources/Materials:	<i>Counselor in the Classroom</i> , by Pat Schwallie-Giddis, David Cohen, Dianne Schilling <i>Don't Pop Your Cork On Mondays</i> , by Adolph Moser Three small pieces of paper and a pencil for each student Wastebasket
Evaluation Method	Class work, Discussion Questions
Lesson Plan/Procedures	Begin activity by introducing the term "stress". Ask volunteers to define the term. Write responses on the board. Read <i>Don't Pop Your Cork On Mondays</i> . When completed, explain that everyone will deal with stress at certain times in his or her life. Ask for things that may cause stress in one's life. Explain that they are going to do an activity that will give them the opportunity to identify stressful situations in their lives and to demonstrate control over them by symbolically throwing them away.

Pass out three pieces of paper to each student. Tell students to think of three things that cause them stress. Tell them to write one stressful event on each piece of paper. Announce to the class that they are going to get rid of their stress by throwing it away. Go around to each child and let him or her share the stressful event aloud (optional) and then wad it up and throw it away.

Conclude activity with discussion questions:

- What similarities did you hear in the stressful things we shared?
- What kinds of feelings do stressful events and conditions cause most of us to have?
- How did you feel when you "threw away" each stressful item?
- What else can you do to reduce the stress that these things cause you?

At this time, you can elaborate into relaxation methods such as muscle relaxation, exercise, or talking to a friend or trusted adult.

Career Choices

Name	Josie Hunsberger
School	Woodbridge Elementary
District	Woodbridge
Grade Level	2-5
Implemented by	Counselor
Standard Competency	Career Standard B Acquire career information. Identify personal skills, interests and abilities and relate them to career choices
Benchmark	Grades 3, 5
Name of Program	<u>I Wanna Be</u> Video series and activities set of (12) 30-minute videos
Publisher	Simitar Entertainment Inc.
Order Information	Social Studies School Services, 1.800.421.4246, www.socialstudies.com
Cost Factor	\$250 or less
Descriptions	<p>Begin with asking students if they can define the word "career". Provide them with a definition. Ask them what their parents or the people they live with do for a career. Send letters home with students asking parents if they would come to school and talk about their career.</p> <p>Coordinate videos with careers. An example is, the students viewed the video <u>I Wanna Be....A Paramedic</u>. There was discussion and the next week a student whose father is a paramedic came with his emergency vehicle. He showed the students the vehicle and equipment, talked about what his job involves and then he answered questions.</p> <p>When you order the <u>I Wanna Be</u> Video series you receive a synopsis sheet for each of the videos.</p>

Portfolio

Name	Dom Pedante
School	Howard High School of Technology
District	New Castle County Vo-Tech
Grade Level	9-12
Implemented by	Counselor/Teacher
Standard	Career Standard B
Competency	Demonstrate awareness of the education and training needed to achieve career goals
Benchmark	Grades 9-12
Name of Program	<u><i>Quest for Quality Performance Guide</i></u>
Publisher	Howard High School of Technology
Order Information	Howard High School of Technology, Wilmington, DE 1.302.571.5425
Cost Factor	\$250 or less
Description	<p>Students will develop a portfolio that begins during grade 9. Students must present their portfolio to a review committee at the end of grade 9 and again during grade 12</p> <p>Students will be taught how to document employable skills and best works and how to use these in an interview process either for employment or post-secondary admission.</p> <p>The best works could include certificates, awards outside of school, compositions, test papers, labs, vocational projects, job performance appraisal, letters of commendation and proof of leadership.</p> <p>The employability skills checklist is based on SCANS competencies.</p> <p>More information can be obtained from any counselor at Howard High School, 1.302.571.5425.</p>

Empathy, Impulse Control, Anger Management

Name	Heidi Prusinowski
School	Castle Hills Elementary
District	Colonial
Grade Level	K-4
Implemented by	Assistant Principal, Counselor and Teachers
Standard Competency	Personal/Social Standard A Acquire Self Knowledge Acquire Interpersonal Skills
Benchmark	Grades 3 & 5
Name of Program	<u>Second Step Kit</u>
Order Information	Seattle, Washington (1.880.634.4449)
Publisher	Committee for Children, Seattle, WA, 1.800.634.4449, www.cf.children.org
Cost Factor	K-3: \$251 - \$500; 4-5: \$250 or less
Description	<p>By following a preset curriculum included in each kit, each classroom receives at least one Second Step lesson per week for the entire school year.</p> <p>The curriculum is very specific and tells the teacher exactly how many lessons need to be done each week and how long each lesson will take.</p> <p>The kit is broken down into three parts: Empathy, Impulse Control and Anger Management.</p>

Becoming a Love and Logic Parent

Name	Claude Robinson
School	Calvin R. McCullough Elementary
District	Colonial
Grade Level	K-12 (Parents)
Implemented by	Teacher and/or Counselor
Standard Competency	Personal/Social A Distinguish between appropriate and inappropriate behaviors
Benchmark	Grades 3, 5, 8, 9-12
Name of Program	Becoming a Love and Logic Parent
Publisher	Jim Fay & Foster Cline, M.D.
Order Information	The Love and Logic Institute, Inc., 1.800.338.4065, www.loveandlogic.com
Cost Factor	\$251 - \$500
Description	<p>This 12- hour program is best presented in two-hour classes given weekly. This program is thoughtfully designed and allows for practice in class. Parents very much enjoy the humorous video segments in which story telling is used to demonstrate concepts.</p> <p>The Lending Library is most helpful in enriching the lessons, helping parents with the delivery of techniques and providing repetition and exposure.</p>

Discipline with Love and Logic

Name	Beth Weir
School	Calvin R. McCullough Elementary
District	Colonial
Grade Level	K-12
Implemented by	Counselor will lead a workshop for teachers
Standard Competency	Personal/Social Standard B Use decision making and problem solving strategies Understand consequences of decisions and choices Develop effective coping skills for dealing with problems Know how to apply conflict resolution skills
Benchmark	Grades 3, 5, 8, 9-12
Name of Program	Discipline with Love and Logic
Publisher	Jim Fay & Foster Cline, M.D.
Order Information	The Love and Logic Institute, Inc., 1.800.338.4065, www.loveandlogic.com
Cost Factor	\$250 or less
Description	<p>The counselor will show segments of the 5-hour video, lead a discussion and have teachers complete the activities in the resource guide. The teachers will read and practice strategies between meetings.</p> <p>The videotapes are very funny and informative. You may be tempted to show it all at once, but it will be overwhelming to hear it all too soon. If you order a lending library for teachers, order multiple copies of these super tapes. The teachers will love them. They are funny. You will never have enough of them because teachers recognize how valuable it is to listen to them again and again.</p>

In a Flash

Name	Margaret Colvin
School	Sussex Consortium
District	Cape Henlopen
Grade Level	6-8
Implemented by	Professional Staff
Standard Competency	Personal/Social Standard C Apply effective problem solving and decision making skills to make safe and healthy choices
Benchmark	Grade 8
Name of Program	In a Flash
Publisher	National Emergency Medicine Association
Order Information	306 West Joppa Road Baltimore, MD 21204-4048
Cost Factor	Free
Description	It portrays the consequences when a handgun is used to settle a conflict. The victim of the shooting between former friends is confined to a wheelchair. The video discusses the physical affects of a gun shot wound, the effect on the gun user, the effects on friends and family of both parties, the media's inaccurate portrayal of violence and the rehabilitation of four actually young victims of handgun violence. It also teaches students how to respond if they come into contact with someone who has a gun.

APPENDIX A / DSCA & ASCA Hot Links

DSCA (Delaware School Counselor Association) <http://udel.edu/~kenlev/dsca.htm>

Professional Development

<http://www.careerpathsonline.com>

<http://www.liszt.com/>

<http://www.state.ky.us/agencies/behave/homepage.html>

ASCA (American School Counselor Association) <http://www.schoolcounselor.org/>

Social Development

<http://www.parenting.org/index.asp>

<http://www.whatsupkids.com/>

<http://www.familyeducation.com/>

<http://www.ffbh.boystown.org/>

<http://www.randomhouse.com/seussville/games/>

<http://www.dyslexia.com/>

<http://www.eduplace.com/index.html>

Academic Development

<http://www.scienceacademy.com/BI/index.html>

<http://www.teachnet.com/>

<http://www.ucc.vt.edu/stdysk/concentr.html>

<http://www.education-world.com/>

Career Development

<http://www.careerpathsonline.com/>

<http://www.jist.com/>

<http://www.stw.ed.gov/>

<http://www.pbs.org/jobs/>

APPENDIX B / Resources

Internet

This non-inclusive list of internet resources may be helpful in gaining information for your school counseling program.

Abounding Career <http://www.aboundingcareers.com>
American Counseling Association (ACA) <http://www.counseling.org/>
America's Career Info. Network <http://www.acinet.org/>
America's Job Bank <http://www.ajb.org/>
America's Learning Exchange <http://www.alx.org>
American Mental Health Counselors Association <http://www.amhca.org>
American Psychological Association <http://www.apa.org>
American School Counselor Association (ASCA) <http://www.schoolcounselor.org>
America's Service Locator <http://www.servicelocator.org>
A Side Way Look at Careers <http://www.at.bridges.com>
Bullying <http://www.bullying.org/>
Children and Adults with Attention Deficit Disorder <http://www.chadd.org>
The Campus Tours <http://www.campustours.com>
Career Builder <http://www.careerbuilder.com>
Career Line <http://www.piedmont.edu>
Career Magazine <http://www.careermag.com>
Career Mosaic <http://www.careermosaic.com>
Career Net <http://www.careernet.com>
Classifieds2000 <http://classified2000.net/>
College Board Online <http://www.collegeboard.com>
College News Online <http://www.collegenews.com>
Completing the Financial Aid Form http://www.ed.gov/prog_info/SFA/FAFSA
Delaware Department of Education <http://www.doe.state.de.us>
DE Higher Education Resources <http://www.doe.state.de.us/high-ed/index.htm>
Delaware School Counselor Association <http://udel.edu/~kenlev/dsca.htm>
Federal Jobs Digest <http://www.jobsfed.com>

Federal Student Financial Aid Programs <http://www.ed.gov/offices/OPE/students>

Federal Student Loan applications <http://www.ed.gov/offices/OSFAP/Students/apply/express.html>

Financial Aid Search/Application on Web
<http://www.fastweb.com/>
<http://www.finaid.org>
<http://www.fafsa.ed.gov/>
<http://www.collegeboard.org/> (PROFILE)

Hot Jobs <http://www.hotjobs.com>

Information about Direct Loans <http://www.ed.gov/office/OSFAP/DirectLoan>

JobBank USA <http://www.jobbankusa.com>

JobHunt <http://www.job-hunt.org>

JobTrak <http://www.monster.com>

JobWeb <http://www.jobweb.org>

Looksmart <http://www.looksmart.com>

Lycos/Careers <http://www.lycos.com/careers>

Mapping Your Future <http://www.mapping-your-future.org>

National Association for Gifted Children <http://www.nagc.org>

National Center for Education Statistics <http://www.nces.ed.gov>

NCAA for student athletes <http://www.ncaa.org/cbsa>

Occupational Outlook Handbook <http://www.bls.gov/oco/>

On Line Career Center <http://www.occ.com>

O*Net Online <http://online.onetcenter.org/>

Peterson's Education Center <http://www.petersons.com>

Princeton Review <http://www.review.com>

Project EASI <http://easi.ed.gov/>

The Riley Guide <http://www.dbm.com/jobguide>

School-to-Work <http://www.stw.ed.gov>

Stanley Kaplan Review <http://www.kaplan.com>

Student Guide for Financial Aid http://www.ed.gov/prog_info/SFA/StudentGuide

U. S. News Online–School Rankings <http://www.usnews.com/usnews/rankguide/rghome.htm>

U.S. Dept. of Education Web Site <http://www.ed.gov>

US News College Guide <http://www.usnews.com/usnews/edu/college/cohome.htm>

Virtual Career Network (VCNET) <http://www.vcnet.net>

Welcome to Kaplan <http://www.kaplan.com>

Yahoo! Employment <http://www.yahoo.com>

Delaware College Web Sites

Delaware Technical & Community College <http://www.dtcc.edu>

Delaware State University <http://www.dsc.edu>

Goldey-Beacom College <http://www.gbc.edu>

University of Delaware <http://www.udel.edu>

Wesley College <http://www.wesley.edu>

Wilmington College <http://www.wilmcoll.edu>

Publishers and Agencies

This non-inclusive list of publishers and agencies may prove helpful in obtaining materials for your school counseling program.

ACCESS ERIC 1.800.LET.ERIC

Active Parenting 1.800.825.0060

American College Testing (ACT)
Educational Services Division 1.800.498.6068

American Guidance Services (AGS) 1.800.328.2560

American Psychological Association (APA) 1.800.374.2721

American School Counselor Association (ASCA) 1.800.401.2404

American Vocational Association (AVA) 1.800.826.9972

Armed Service Vocational Aptitude Battery (ASVAB) 1.800.323.0513

Association of American Colleges 1.202.387-3760

Barron's Educational Series, Inc. 1.800.645.3476

Chronicle Guidance Publications, Inc. 1.800.622.7284

Chronicle of Higher Education 1.800.728.2803

The College Counselor 1.202.333.0175

College Entrance Examination Board (CEEB)
New York, NY 10019

Collegelink 1.800.394.0404

Committee For Children 1.800.634.4449

Educational Testing Service (ETS) 1.609.734.5667

JIST Workbooks 1.800.537.0909

Macmillan Publishing Co., Inc. 1.800.428.5531
MAR CO Products, Inc. 1.800.448.2197
National Cancer Institute 1.800.4CANCER
National Institute on Drug Abuse 1.301.443.6480
National Institute of Mental Health (NIMH) 1.301.443.4513
National Occupational Information Coordinating Committee (NOICC) 1.800.654.4502
Paperbacks for Educators 1.800.227.2591 or 1.800.288.4745
Parenting Insights 1.800.790.7889
PBS Video 1.703.739.5380
Penguin Books USA, Inc. 1.800.766.1156
Peterson's Guides 1.800.338.3282
Phi Delta Kappa 1.800.766.1156
Psychological/Assessment Resources (PAR), Inc. 1.800.331.TEST
Public Health Department 1.800.729.6686
Rainbow Educational Video 1.800.331.4047
Sunburst Communications, Inc. 1.800.431.1934
U.S. Department of Education, National Library of Education 1.800.424.1616
U.S. Department of Health & Human Services, Center for Mental Health Services, (CMHS) 1.800.789.2647
U.S. Department of Labor, Office of Public Affairs 1.202.219.7316
Vocational Biographies 1.800.255.0752

Resource Books

This non-inclusive list of resource books may be helpful in gaining information for your school counseling program.

102 Tools for Teachers & Counselors Too, Mary Jo Hannaford

A Survival Guide for the Elementary/Middle School Counselor, John J. Schmidt, Ed.D

A Survival Guide for the Secondary School Counselor, Kenneth W. Hitchner

Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures, A. Hood & R. Johnson (1991)

Cooperative Discipline, Linda Albert

Counseling Toward Solutions, Linda Metcalf

Developing and Managing Your School Guidance Program, N.C. Gysbers & P. Henderson (1988)

Discounts and Deals at the Nation's 360 Best College: The Parent Soup Financial Aid and Colleges Guide, Bruce C. Hammond

Energizers and Icebreakers, Elizabeth Sabrinsky Foster, Ed.D

Evaluating Guidance Programs: A Practitioner's Guide, Johnson, S. & Whitfield, E. (1991)

Group Counseling - For School Counselors: A Practical Guide, Brigman & Earley

Guidance and Counseling in the Elementary and Middle Schools, T. Kottman & J. Muro, (1995)

Positive Discipline in the Classroom, Nelwisen, Lott, & Glenn

The School Counselor's Book of Lists, Dorothy J. Blum, Ed.D.

Skills for Living: Group Counseling Activities for Young Adolescents, Rosemarie S. Morganett

Strengthening K-12 School Counseling Programs: A Support System Approach, D.R ye & R. Sparks (1991)

Thinking, Feeling, Behaving Grades 1-6 An Emotional Education Curriculum for Children, Ann Vernon

Youth at Risk A Resource for Counselors, Teachers and Parents, Capuzzi & Gross

Counseling Resources

This non-inclusive list of counseling resources may be helpful in gaining information for your school counseling program.

New Castle County

Alliance for the Mentally Ill in Delaware, Inc.
2500 West 4th Street, Suite 5
Wilmington, DE 19805
1.302.427.0787

Boy Scouts of America
801 N. Washington Street
Wilmington, DE 19801
1.302.622.3300

American Red Cross in Delaware
100 West 10th Street, #501
Wilmington, DE 19806
1.302.656.6620

Boys and Girls Clubs of DE, Inc.
669 South Union
Wilmington, DE 19805
1.302.658.1870

The Arc
974 Centre Road
Wilmington, DE 19805
1.302.996.9400

Brandywine Counseling, Inc.
350 South Madison
Wilmington, DE 19801
1.302.656.2348

Big Brothers Big Sisters of DE, Inc.
226 Philadelphia Pk, 19809; 1.302.368.0202
102 Milboro Road, 19804; 1.302.998.3577
Wilmington, DE

Career Exploration Program, Inc.
2516 W. 4th Street
Wilmington, DE 19805
1.302.573.2447

Catholic Charities, Inc.
2601 W. 4th Street
Wilmington, DE 19801
1.302.655.9624

Catholic Youth Org Inc
803 Broom Street
Wilmington, DE 19805
1.302.658.3800

Children & Families First
2005 Baynard Blvd
Wilmington, DE 19802
1.302.658.5177

Christina Cultural Arts Center
705 N. Market Street
Wilmington, DE 19801
1.302.652.0101

Contact Delaware, Inc.
P.O. Box 9525
Wilmington, DE 19809
Help line 1.302.761.9100
or 1.800. 262.9800

Delaware Adolescent Program
1600 Jessup
Wilmington, DE 19801
1.302.652.3445

Delaware Curative Phys Therapy
and Rehab Centers
1600 N. Washington Street
Wilmington, DE 19802
1.302.656.2521

DE Guidance Services for Children
and Youth
1213 Delaware Avenue
Wilmington, DE 19806
1.302.652.3948

First Call for Help / DE Helpline
710 N. King Street, Suite 605
Wilmington, DE 19801
1.800.464.4357

Girl Scouts, Chesapeake Bay Council
501 South College Avenue
Newark, DE 19713
1.302.456.7150

Girls Inc of Delaware
109 E. 26th St., 19802; 1.302.764.1382
1019 Brown St., 19805; 1.302.656.1697
Wilmington, DE

Homeward Bound, Inc.
P.O. Box 9470
Newark, DE 19711
1.302.737.2241

Kingswood Community Center
2300 Bowers Street
Wilmington, DE 19802
1.302.764.9022

Latin American Community Centers, Inc.
403 N. Van Buren Street
Wilmington, DE 19805
1.302.655.7338

Mental Health Association of Delaware
1813 N. Franklin Street
Wilmington, DE 19802
1.302.656.8308

Neighborhood House, Inc.
1218 B Street
Wilmington, DE 19802
1.302.652.3928

New Beginnings Alt School
22 Prestbury Square
Newark, DE 19713
1.302.456.3236

Newark Day Nursery Association, Inc.
921 Barksdale Road
Newark, DE 19711
1.302.731.4925

People's Settlement Association
408 E. 8th Street
Wilmington, DE 19801
1.302.658.4133

Perinatal Association of DE, Inc.
100 West 10th Street
Wilmington, DE 19801
1.302.987.2229

The Salvation Army
107 South Market Street
Wilmington, DE 19801
1.302.656.1696

Kent County

AFW Counseling Service
71 S. Shore Drive
Dover, DE 19901
1.302.697.1425

A Balanced Reality
1550 S. Governors Avenue
Dover, DE 19904
1.302.678.4558

Center for Human Development
777 Walker Road
Dover, DE 19904
1.302.736.1820

Children & Families First
903 S. Governors Avenue #2
Dover, DE 19904
1.302.674.8384

Connections
707 Walker Road
Dover, DE 19904
1.302.984.2302

Counseling Associates
838 Walker Road #22-3
Dover, DE 19904
1.302.735.8566

United Cerebral Palsy of DE
700 River Road
Wilmington, DE 19809
1.302.764.2400

YMCA of DE
501 W. 11th Street
Wilmington, DE 19801
1.302.571.6908

Delaware Guidance Day Treatment
1156 Walker Road
Dover, DE 19904
1.302.678.9316

Delaware Guidance Center
1040 S. Dupont Hwy #210
Dover, DE 19901
1.302.734.1611

Delaware Guidance Service
103 Mont Blanc Blvd.
Dover, DE 19904
1.302.678.3020

Dover Psychological Service
1169 S. State Street
Dover, DE 19901
1.302.674.0834

Hope Counseling Center
1991 S. State Street #D
Dover, DE 19901
1.302.698.0713

Kent Community Health Center
26 Wyoming Avenue
Dover, DE 19904
1.302.678.2000

Life Reach Center
707 Walker Road
Dover, DE 19904
1.302.674.1299

Mental Health Access
910 Walker Road
Dover, DE 19904
1.302.735.9866

Phoenix Mental Health of Dover
567 S. Governors Avenue
Dover, DE 19904
1.302.736.6135

Planned Parenthood of Delaware
805 S. Governors Avenue
Dover, DE 19904
1.302.678.5200

Pregnancy Help Center-Kent County
1991 S. State Street #C
Dover, DE 19901
1.302.698.9311

Sussex County

Advance Counseling
115 N. Walnut Street #C
Milford, DE 19963
1.302.424.1322

Bridge Counseling Center
32 Bridgeville Road
Georgetown, DE 19947
1.302.856.9190

Catholic Charities
406 S. Bedford Street #9
Georgetown, DE 19947
1.302.856.9578

Children & Families First
410 S. Bedford Street
Georgetown, DE 19947
1.302.856.2388

PSI
630 E. Division Street #F
Dover, DE 19904
1.302.674.3366

Psychotherapeutic Services
942 Walker Road #B
Dover, DE 19904
1.302.678.9962

St. Jones Center-Behavioral Health
725 Horsepond Road
Dover, DE 19901
1.302.744.7688

Triad Incorporated
838 Walker Road #2B1
Dover, DE 19904
1.302.734.7610

Children & Families
1st Street
Dagsboro, DE 19939
1.302.732.3150

Coastal Psychiatric Group
1532 Savannah Road #B
Lewes, DE 19958
1.302.644.2770

Community Counseling Association
33 N. Walnut Street
Milford, DE 19963
1.302.424.4121

DE Guidance Services for
Children and Youth
140 S. Highway 1, Suite 3
Lewes, DE 19958
1.302.262.3505

Delaware Mental Health
117 Causey Avenue
Milford, DE 19963
1.302.424.6833

Insights Counseling & Referral
200 Pennsylvania Avenue
Seaford, DE 19973
1.302.629.6004

Mental Health Access
467 Hwy One
Lewes, DE 19958
1.302.644.4922

Mental Health Access
306 E. Stein Highway
Seaford, DE 19973
1.302.629.7350

Nanticoke Behavioral Health
801 Middleford Road
Seaford, DE 19973
1.302.629.2100

People's Place II, Inc.
Route 113
Milford, DE 19963
1.302.422.8033

Quakertown Counseling Center
1500 Savannah Road
Lewes, DE 19958
1.302.645.9694

Seaford House
116 N. Market Street
Seaford, DE 19973
1.302.0629.6996

Southern Delaware Center for
Children and their Families
Rte 3, Box 13E
Bridgeville, DE 19933
1.302.337.3633

American School Counselor Association Ethical Standards for School Counselors

Revised June 25, 1998

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice, regardless of age color, disability, ethnic group, gender, race, religion, sexual orientation, marital status or socioeconomic status.
2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for goals reached.
4. Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document the American School Counselor Association has specified the principles of ethical behavior necessary to maintain and regulate the high standards of integrity, leadership, and professionalism among its members. *The Ethical Standards for School Counselors* were developed to clarify the nature of ethical responsibilities held in common by its members. As the code of ethics of the association, this document establishes principles that define the ethical behavior of its members. The purposes of this document are to:

1. Serve as a guide for the ethical practices of all professional school counselors, regardless of level, area, population served, or membership in this professional association.
2. Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counsees, parents, colleagues and professional associates, schools and community, self and, the counseling profession.
3. Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A. RESPONSIBILITIES TO STUDENTS

The professional school counselor:

- a.** Has a primary obligation to the counselee who is to be treated with respect as a unique individual.
- b.** Is concerned with the educational, career, emotional, and behavior needs and encourages the maximum development of each counselee.
- c.** Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.
- d.** Is responsible for keeping informed of laws, regulations or policies relating to counsees and strives to ensure that the rights of counsees are adequately provided for and protected.

A.2. Confidentiality

The professional school counselor:

- a.** Informs the counselee of the purposes, goals, techniques and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counsees through a written and shared statement of disclosure.
- b.** Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.
- c.** Discloses information to an identified third party, who by his or her relationship with the counselee is at a high risk of contracting a disease that is commonly known to be both communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and that he/she is not intending to inform the third party in the immediate future.
- d.** Requests from the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.
- e.** Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.
- f.** Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the obligation of the counselor as a professional person. In a group setting, the counselor sets a norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

A3. Counseling Plans

The professional school counselor:

works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselees' freedom of choice.

A.4 Dual Relationships

The professional school counselor:

avoids dual relationships which might impair his/her objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

A5. Appropriate Referrals

The professional school counselor:

makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources, and making appropriate plans for transitions with minimal interruption of services. Counselees retain the right to discontinue the counseling relationship at any time.

A6. Group Work

The professional school counselor:

screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

A.7 Danger to Self or Others

The professional school counselor:

informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and clarify counselee and counselor expectations.

A.8 Student records

The professional school counselor:

maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

A.9 Evaluation, Assessment and Interpretation

The professional school counselor:

adheres to all professional standards regarding selection, administration, and interpretation of assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring and interpretation which may differ from that required in more traditional assessments.

- b.** Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language that can be understood by counselee (s).
- c.** Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.
- d.** Utilize caution when using assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument was standardized.

A10. Computer Technology

The professional school counselor:

a. promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that (1) computer applications are appropriate for the individual needs of the counselee, (2) the counselee understands how to use the application, and (3) follow-up counseling assistance is provided. Members of under represented groups are assured equal access to computer technologies and the absence of discriminatory information and values within computer applications.

b. Counselors who communicate with counselees via internet should follow the NBCC Standards for WebCounseling.

A11. Peer Helper Programs

The professional school counselor:

has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counselees participating in peer helper programs under his/her direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

B. RESPONSIBILITIES TO PARENTS

B1. Parent Rights and Responsibilities

The professional school counselor:

a. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish as appropriate, a collaborative relationship with parents to facilitate the maximum development of the counselee.

b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.

c. Is sensitive to the cultural and social diversity among families and recognizes that all parents, custodial and non custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their position and according to law.

B.2 Parents and Confidentiality

The professional school counselor:

a. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.

b. Provides parents with accurate, comprehensive and relevant information in an objective and caring manner, as appropriate and consistent with ethical responsibilities to the counselee.

c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C1. Professional Relationships

The professional school counselor:

a. Establishes and maintains a professional relationship with faculty, staff and administration to facilitate the provision of optimum counseling services. The relationship is based on the counselor's definition and description of the parameters and levels of his/her professional roles.

b. Treats colleagues with respect, courtesy, fairness and in a professional manner. The qualifications, views, and findings, of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and optimally utilizes related professionals and organizations to whom the counselee may be referred.

C.2 Sharing Information With Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.

c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D1. Responsibilities to the school

The professional school counselor:

- a.** Supports and protects the educational program against any infringement not in the best interests of counselees.
- b.** Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property, while honoring the confidentiality between the counselee and the counselor.
- c.** Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions, which may limit or curtail his/her effectiveness in providing programs and services.
- d.** Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire for professional counseling positions only individuals who are qualified and competent.
- e.** Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet the counselee's developmental needs and (3) a systematic evaluation process for comprehensive school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D2. Responsibility to the Community

The professional school counselor:

collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. RESPONSIBILITIES TO SELF

E.1 Professional Competence

The professional school counselor:

- a.** Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b.** Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a counselee.
- c.** Strives through personal initiative to maintain professional competence and keep abreast of scientific and professional information. Professional and personal growth is continuous and ongoing throughout the counselor's career.

E.2 Multicultural Skills

The professional school counselor:

a. Understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts his/her values and beliefs about the counseling process.

F. RESPONSIBILITIES TO THE PROFESSION

F.1 Professionalism

The professional school counselor:

a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts himself/herself in such a manner as to advance individual, ethical practice and the profession.

c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research, statistical, or program planning purposes, the counselor ensures protection of the identity of the individual counselees.

d. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state and local governments.

e. Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

F.2 Contribution to the Profession

The professional school counselor:

a. Actively participates in local, state and national associations, which foster the development and improvement of school counseling.

b. Contributes to the development of the profession through the sharing of skills, ideas, and expertise with colleagues.

G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, Association members and non members, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in the *Ethical Standards for School Counselors*, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide.

1. The counselor should consult with a professional colleague to confidentially discuss the nature of the complaint to see if he/she views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek appropriate resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state SCA and ASCA Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

- State school counselor association
- American School Counselor Association

5. The ASCA Ethics Committee is responsible for educating and consulting with the membership regarding the ethical standards. The Committee periodically reviews and recommends changes in the code as well as the Policies and Procedures for Processing Complaints of Ethical Violations. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o The Executive Director, American School Counselor Association, 801 North Fairfax Street, Suite 310, Alexandria, Va 22314.

H. Resources

School counselors are responsible for being aware of, and acting in accord with the standards and positions of the counseling profession as represented in the documents listed below.

American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, Va. (5999 Stevenson Ave., Alexandria, Va. 22034) 1 800 347 6647
www.counseling.org

American School Counselor Association. (1997). The national standards for school counseling programs. Fairfax, Va. (801 North Fairfax Street, Suite 310, Alexandria, Va. 22314)
1 800 306 4722 www.schoolcounselor.org

American School Counselor Association. (1994). The school counselor and academic/career tracking. Position Statement in ASCA Member Services Guide. Alexandria, Va..

American School Counselor Association. (1988). The school counselor and AIDS. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1994). The school counselor and attention deficit disorder. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1985). The school counselor and censorship. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and child abuse/neglect prevention. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and college entrance test preparation programs. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1997). The school counselor and comprehensive counseling. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1980). The school counselor and confidentiality. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1995). The school counselor and corporal punishment in the schools. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and credentialing and licensure. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and cross/multicultural counseling. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and discipline. Position Statement in Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and dropout prevention/student at risk. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and the education of the handicapped Act. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and evaluation. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and family/parenting education. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and gender equity. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and gifted student programs. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and group counseling. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counseling Association. (1984). The school counselor and military recruitment. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and the paraprofessional. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1993). The school counselor and peer facilitation. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1994). The school counselor and the promotion of safe schools. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1994). The school counselor and student assistance programs. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1994). The school counselor and students-at-risk. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1995). The school counselor and sexual minority youth. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1994). The school counselor and the use of non-school credentialed personnel in the counseling program. Position Statement in ASCA Member Services Guide. Alexandria, Va.

American School Counselor Association. (1996). Professional liability insurance program. {Brochure}. Fairfax, Va.

Arrendondo, Toperek, Brown, Jones, Locke, Sanchez, and Stadler. (1996). Multicultural counseling competencies and standards. Journal of Multicultural Counseling and Development. Vol. 24, No. 1. See American Counseling Association.

Arthur, G. L. and Swanson, C. D. (1993). Confidentiality and privileged communication. (1993). Alexandria, Va: American Counseling Association.

Association for Specialists in Group Work. (1989). Ethical guidelines for group counselors. (1989). Alexandria, Va. See American Counseling Association.

Corey, G., Corey, M.S. and Callanan. (1998). Issues and Ethics in the Helping Professions. Pacific Grove, Ca: Brooks/Cole. (Brooks/Cole, 511 Forest Lodge Rd., Pacific Grove, Ca. 93950) www.thomson.com

Crawford, R. (1994). Avoiding counselor malpractice. Alexandria, Va: American Counseling Association.

Forrester-Miller, H. and Davis, T. E. (1996). A practitioner's guide to ethical decision making. Alexandria, Va: American Counseling Association.

Herlihy, B. And Corey, G. (1996). ACA ethical standards casebook. Fifth ed. Alexandria, Va: American Counseling Association.

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